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ABSTRACT

This manual was prepared by the staff of the China Institute's Bilingual Vocational Training Program, which has been in operation since 1975. The document includes a description of the training program for Chinese chefs and the curriculum guide used in the program. Following the introductory section, which describes the program objectives, strategies, logistics, and evaluation, the guide provides a course and content outline for the 20-week course. The course description is followed by 10 appendixes (comprising the bulk of the document) that provide the following: English screening test, vocational course objectives, vocational English as a second language course objectives, recruitment, field practice orientation plan, counseling procedures, job development materials, follow-up form and materials, students' program evaluation form, and a bibliography of texts and resources. Examples of curriculum materials are included. (KC)

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China Institute in America

ED287043

Bilingual Vocational Training Program for Chinese Chefs

Curriculum Package

June 1987

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China Institute in America
Bilingual Vocational Training Program for Chinese Chefs

CURRICULUM PACKAGE

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INTRODUCTION

This manual has been prepared by the staff of China Institute's Bilingual Vocational Training Program for Chinese Chefs, which has been in operation every year between 1975 and 1987. This material has been gathered with the intention of providing guidance to any BVT program, chef-training or other, that can benefit from this program's eleven years of experience.

The quality of the staff and curriculum, the program's relationship to the industry, its facilities, and selection of students that can benefit from the curriculum are all indespensable to a program's success. This manual deals with curriculum in particular. A sound, comprehensive, and thoughtfully constructed curriculum is a vital part of program planning.

Curriculum is more than a textbook, a course outline, or a set of lesson plans. It is a course of study based on a set of decisions about goals, strategies, and logistics. Major considerations which shape the curriculum are: who is to be trained and what background they bring to the program, what is the vocational skill to be taught, and what are the particular demands of that job market in the area in which the program is located. These factors determine a program's overall objectives, which, plus the inevitable constraints of time, space, staff, etc. are what determine the curriculum of an individual program.

What follow are some specifics about the China Institute program and its curriculum, which serve to illustrate how this program has formulated a curriculum based on its particular objectives, and the needs of the population it intends to serve.

PROGRAM OBJECTIVES

The proposed goals of the program for the 1986-87 training cycle are as follows:

1) To conduct a model bilingual culinary program to benefit adults with extremely limited English proficiency and very little formal education.

2) To train 60 unemployed or underemployed Chinese-speaking individuals of limited English-speaking ability as professional chefs.

3) To provide these individuals with the cultural orientation and English language communication skills that will enable them to participate fully in American society.

4) To then assist these trained bilingual chefs to begin their careers by helping them find employment in the restaurant industry in New York and throughout the country, and to advance in their careers.

Given these objectives, in order for the program to be effective, it must provide the trainees not only with skills and information, but also with an orientation to American culture and attitudes.

Before a curriculum can be developed, a program's specific objectives (major and minor) must be clearly laid out, because it is these objectives which the curriculum must be designed to reflect.

Because BVT programs are so specialized, the task of designing a curriculum is in some ways made easier. Each vocation requires of the worker certain vocational as well as language skills, and once these have been identified, the task of those designing the course is to concentrate on those particular skills. A list of the vocational course objectives should be written, based on descriptions of the jobs the trainees are expected to be placed in. Since these vocational course objectives guide and define much of the Vocational English as a Second Language (VESL) curriculum, the vocational curriculum needs to be developed first.

Vocational Course Objectives

The vocational course of the China Institute BVT program emphasizes basic preparation and cooking skills (cutting techniques, stir-frying, deep-frying, steaming, etc.) necessary for the preparation of Cantonese, Szechuan, Peking and Hunan cuisines, as well as Dim Sum and Chinese-American dishes.

Lessons include:

1) Basic information on how the kitchen of a restaurant operates

2) Analysis and recognition of meats, fowl, fish, seafood, vegetables -- including how they appear in the "original," in the market, in the kitchen and finally on the diner's plate.

3) Methods of cutting such as slicing, dicing, shredding, mincing and cubing -- including how and why specific ingredients are cut in a particular way.

4) Ingredients -- since Chinese dishes are usually a blend of a number of ingredients, trainees learn how to prepare ingredients for various dishes as well as the proportions used for each dish to give it the proper taste and appearance.

5) Nomenclature -- the many names of Chinese dishes including traditional and contemporary, as well as regional and American dishes.

6) Cooking methods -- the essential methods of stir frying, deep

frying, steaming and pan frying are demonstrated and then practiced by the trainees.

7) Arrangement -- the complex deployment of dishes that constitute the Chinese meal (particularly the banquet), including the types of dishes that are served and the correct order in which to serve them; instruction is also given in garnishing and decoration.

8) Dim Sum -- the many ways and styles of preparing this special culinary treat.

By the end of the training cycle, the trainees are able to prepare correctly more than sixty popular dishes. In addition, the trainees receive an orientation to the logistics of operating a restaurant kitchen in America. They must understand the roles of kitchen staff, and understand basic rules of safety and sanitation, and work accordingly. (For a more detailed listing of vocational objectives, see appendix)

VESL Course Objectives

The basic VESL objectives are to provide the trainees with the English communication skills required in class, by their jobs, and for coping with daily life in American society. For example, on the job, they will be required to:

1) know the English names for various dishes and ingredients

2) answer the telephone and take phone orders

3) ask and respond to a request for assistance from a co-worker

4) say and understand prices

5) follow and give directions to different places

6) give and respond to safety warnings

In addition, the trainees need to learn certain basic social language, such as greetings and farewells, introductions, etc. For job-seeking, they should learn to fill out application forms, answer questions at an interview, travel by public transportation to the workplace, etc. Certain survival skills, such as familiarity with the American banking and healthcare systems and various community services are included in the curriculum because they play an important role in the adjustment of immigrants to life in this country.

The VESL curriculum is designed to include only the specific vocabulary and grammatical structures required to meet the course objectives. Because the program is so intensive, it does not allow for much time to be spent on grammar or reading and writing skills beyond what is necessary for the trainees to learn in order to function in this society. Concrete objectives should be established for listening comprehension and speaking ability. Emphasis must be on skills that are immediately useful to the trainees in their adjustment to the American workplace.

Field Practice Objectives

After thirteen weeks of classroom training, the trainees undergo seven weeks of field practice, during which they work a regular work week in Chinese restaurants throughout New York City and return to China Institute once a week for VESL classes and employability/job counseling. The major objectives for this part of the training period are to give the trainees first-hand knowledge of their future workplace, and to provide them with job counseling, with consideration given by the counselor to each individual's background, cooking skills, and English language facility.

STRATEGY

Regarding overall program design, it is important to the program's effectiveness that the vocational, VESL, and employability components all be integrated; staff members should plan lessons jointly so that the vocational material is reinforced in the VESL classes, and vice versa. If all of the instructors collaborate in this way, it will minimize redundancy and possible omission of material.

Another important issue related to overall strategy is the question of which language to use, when to use it, and to what extent. The program needs to strike that elusive balance between under- and overuse of the students' native language. In BVT programs, the short training periods make it necessary to impart certain crucial information as efficiently as possible, yet overuse of the students' native language only gives them a crutch without which it is difficult for them to get along in daily-life situations. Therefore, the native language is used most in the vocational class (to explain the "hows" and "whys") and during counseling, and in the VESL classes at the beginning of each training period. It is also used to explain safety procedures and concepts related to American customs and institutions which require lengthy explanation. Thus, in this program all staff members and volunteers speak English and Chinese (the national language plus one or more dialects).

One other issue of which BVT program staff should be aware is that certain cultural differences between the trainees and Americans can hinder their learning in the program and their adjustment in this country. If the staff is sensitive to this potential problem, it will minimize the disorientation and frustration the trainees experience. Such things as the teaching style used in the native country, the trainees' attitudes about sex roles, their background (rural vs. urban) etc. should all be considered.

Techniques

The techniques used in the vocational component of the program are:

a) demonstration of cooking methods

b) practice of job tasks

c) lectures by professionals outside the program

d) field trips

c) on-the-job training

The trainees are under the constant supervision of the vocational instructor. They observe the preparation of dishes by the vocational instructor or by a visiting chef -- an expert in a particular method or style of cooking. Then the trainees begin the first steps in duplicating the dish and the following morning they finish preparation; finally, each trainee cooks the dish individually to gain experience in doing as well as observing.

For each dish taught by the chef instructor or by guest chefs, trainees receive a recipe which gives the ingredients and method of preparation. These recipes do not appear in any standard Chinese cookbook. They are designed for commercial restaurant cooking, have never been published, and often are the personal specialties of the visiting chef.

The trainees and program staff eat the food prepared each day. Then the trainees clean the kitchen and discuss the results of their efforts. The vocational instructor comments on each trainee's work and the students raise questions about the dishes they have prepared or about other kitchen practice problems.

The trainees visit restaurants, Chinese and Western, to gain a familiarity with various types -- expensive, moderate, take-out, mixed Chinese and Chinese-American.

VESL is by definition an integrated approach to language teaching. The vocational training reinforces the language structures taught, and the vocational terminology and skills are reinforced in the language class.

The English teachers at China Institute find that using a variety of strategies is most effective with their students, but with certain limitations. The following points summarize the China Institute VESL staff's approach:

1) English should be used as much as possible. Once a term has been taught in English, the Chinese should no longer be used, even if it is convenient for the teacher to do so. (This is one of the most obvious but hardest principles for the teacher to follow, if the teacher speaks the students' native language.)

2) Less-than-perfect spoken English should be accepted if it is understandable. Communication should be stressed -- not perfect grammar, spelling, etc. For most chefs in most restaurants, it simply is not required.

3) Overcorrection is harmful. Students should be encouraged to feel that they are making progress, even while they are making

errors.

4) Regular opportunities for natural interaction (speaking and listening) should be the basis of most class activities. Activities should be geared towards eliciting natural spoken English and developing listening skills, which are especially important for employment.

5) Special attention should be paid to nonliterates., ie. those who do not understand the phonetic basis of English. During the screening and application process there needs to be some way of determining who these students are, because without help, they will rapidly fall behind the rest of the class.

6) Students should be taught how to learn. This is especially important for those with little education. After they finish the program, their work schedules may allow only for self-study. All program staff should give the students suggestions about how to learn vocabulary, review the day's material, prepare for tests, use tapes for listening practice, and how to learn from television, radio, shop and street signs, etc. on their own.

Listed below are some of the classroom activities most often used in the VESL classroom at China Institute:

1) situational dialogues (listening, modeling after teacher, group and individual reading, adaptation, writing, cloze exercises, etc.

2) questions and answers (teacher-student, student-student)

3) informal discussions

4) worksheets, games, and puzzles

5) dictation

6) filling out forms (bank, employment, housing, etc.)

7) role-playing

8) having students send out letters and make phone calls

9) drills -- substitution, transformation, pronounciation

10) recording students' voices on tape recorder and correcting pronunciation problems "on the spot"

LOGISTICS

In addition to approach and teaching strategies, logistics obviously help determine the course content and how it will be taught. As much as possible, time, space, people, materials, equipment and resources should be selected with overall program objectives in mind.

Time

In the 18-month grant period (1986-87), there are three training cycles. During each cycle, twenty individuals receive 840 hours of training divided into classroom instruction and field practice.

The program is intensive. Each trainee receives the equivalent of 105 eight-hour days of instruction and field training. Each training cycle consists of 13 weeks of classroom training, followed by 7 weeks of field practice (on-the-job training). Classroom instruction is conducted Sunday through Thursday to help trainees become accustomed to working on weekends as well as weekdays. The training schedule provides students with one weekday during which they may conduct personal business and one weekend day during which they may be with families. The program has found that this schedule reduces absenteeism.

During the classroom instruction phase of the training cycle, trainees are divided into two groups -- based on their level of English language proficiency. The two groups follow a two-day, rotating schedule, in order for each group to recieve identical chef-training.

During the seven weeks of the field practice phase of training, the trainees work in restaurants 10-12 hours a day for five days a week, to supplement their classroom learning with actual work experience. This is a most important component of the program because field practice provides the trainees with first-hand knowledge of their future workplace. Once a week, the trainees return to China Institute for five hours of classroom instruction. Four hours are devoted to VESL, and one hour to counseling and discussion of skills and practices related to restaurant work.

Space

The Institute provides three lecture/study halls plus a professionally equipped kitchen demonstration/practice room. There are rest rooms and appropriate sanitation facilities for the students. The Institute also provides office space for personnel of the program and a private office for counseling purposes. All of the above mentioned space is properly insured for the purposes of this program.

For the field practice period of the program, cooperating restaurants are selected to make regular staff visits feasible and to provide a variety of on-the-job experiences for trainees.

Trainee Screening and Selection

When selecting trainees, the Institute singles out individuals who are most in need of this training: those unable to communicate in English, who lack a marketable skill that would make it possible for them to support themselves and their families. Trainees usually range in age from late teens through mid-fifties.

Once the training cycle begins, the students are divided into two groups of ten each, based on their English proficiency. The VESL objectives are slightly different for both groups, but the vocational objectives are identical because most trainees are without cooking skills when they enter the program. If they have had a little restaurant experience in this country, however, that is looked upon favorably, as it indicates that they are not going into the field blindly, without knowledge of the demands of the job.

In recent years, intensive outreach to attract applicants has not been necessary for the China Institute program. The number of people interested in training has been several times larger than can be accomodated. The program relies on letters and newsletters sent to former students, who spread information to recently arrived friends and relatives, plus announcements in local Chinese news media. These announcements include a brief description of the program and application and eligibility requirements.

*at least 18 years of age

*refugee, permanent resident, or citizen of the U.S.

*extremely limited English proficency

*the equivalent of an elementary school education

*from a low income family

*presently unemployed or underemployed

To obtain referrals, announcements about the program are also sent to community agencies and other training programs.

The more information about the program that can be given prior to the application period, the better, as this cuts down on the number of people applying that would be unsuited to the program for one reason or another. When giving information by phone to prospective applicants, staff members emphasize the rigors of the training and the cooking profession, rather than the stipend given or other attractive aspects of the program.

If the interested persons are found to be eligible to apply, information is given about where, when, and how to do so. Before filling out the application form, applicants are requested to read an introduction to the program which briefly states program regulations, objectives, etc. The application form itself, in addition to asking for basic personal information, also requires the applicant to answer questions about his or her education, job history, length of time in U.S., and occupational plans or goals. After the application form is completed, the applicant takes a written English screening test (see appendix), to determine if his or her English level falls within program requirements.

Program staff are available throughout the application process to answer any questions and to make preliminary observations, trying to identify any potential obstacles applicants may have to their success in the training program. During this period, ineligible individuals are referred to other training programs and agencies, and counseling is offered to help applicants determine whether they are interested in the training.

After the application period, all screening tests are scored and results obtained, and all application forms are examined by program staff. The applicants' profiles are thus established. The staff's personal observation notes made during the application period concerning an individual's need, motivation and interest are also discussed before selections for a personal interview proceed.

By taking votes from the participating staff on each applicant, two or three qualified individuals are selected for each training opening available. Then they are scheduled for an interview with a panel made up of program personnel together with representatives of the restaurant industry. Letters are sent out to applicants who are not selected for a personal interview referring them to other training programs of agencies. Selected applicants are scheduled and informed of the date and time set for their interview. Immediately after the interviews have been completed, program staff make the final selection and the interviewees are notified of the decision. Referral service is provided for those rejected.

Since a very important part of the selection process and training is to provide referral service and occupational counseling, these are provided continuously, from before the trainees are selected through the time they complete the program, and beyond. The counseling intensifies and is individualized during the field practice period of the training. In addition to having regular conferences with the job developer, trainees complete a form, (see appendix) indicating their preferences for employment. (location, type of restaurant, job desired, etc.) These forms are kept on file by the program, to assist in placing the students in an appropriate job at any time after graduation. Former trainees frequently contact the program not only for assistance in job placement, but also for advice in such matters as opening their own restaurants, locating appropriate English classes or study materials, etc.

Staff and Volunteers

In this program, all staff members and volunteers speak Chinese. The main roles of the staff are to:

1) present and reinforce skills and information
2) conduct exercises and drills
3) give assignments
4) provide counseling and job-placement assistance
5) evaluate the trainees' performance and program effectiveness

For two periods weekly, usually after the first two weeks of the training cycle, China Institute invites an American volunteer to participate in teaching, so that the class can be further divided into groups of five for the purpose of giving the trainees more opportunity for intensive conversation practice with a native speaker. This is a practical strategy for teaching a class of students with diverse abilities.

For VESL instructors to use a curriculum such as this one, the following qualifications are ideal:

1) native speaker of American English

2) fluency in Chinese (Mandarin and knowledge of Cantonese desirable)

3) experience in teaching ESL to adults, preferably with backgr in VESL

4) experience with Chinese students

5) acquaintance with the skill area to be taught (in this case, cooking and the food service industry)

6) experience living abroad (this is suggested because if the instructor has experienced adapting to life in a foreign country, he or she may be better able to understand the difficulties faced by BVTP students)

Crucial for all BVTP instructors is a willingness to learn about and assist when needed in all aspects of the program. Cooperation between skill instructors, counselors, job developers, and VESL instructors is crucial to a program's success, and the instructors should be made aware of this from the beginning of their association with the program.

Materials and Resources

1) VESL Materials

When selecting texts and other materials, their versatility, cost, interest, convenience, and suitability are all important considerations.

For example, many commercial texts reflect white, middle-class values and experiences, not those of immigrants or refugees. For beginners, tangible objects (subway and bus maps, bank forms, containers for products found around the house, etc.) are all especially effective in creating opportunities for using meaningful English. Magazine pictures are also useful; students find them interesting and they are cheap, easy to find, and provide much information about American popular culture.

Because the language competencies required by the job are so specialized, the program has generated much of its own teaching material. VESL materials developed by program staff include a series of topic-based English-Chinese dialogues, recipes, lists and pictures of ingredients, kitchen equipment, etc., plus audio tapes of these dialogues and kitchen vocabulary, safety expressions, dish names, and supplementary English conversation. (For a list of commercial texts and other resources used, see appendix)

2) Vocational Materials

Materials used in the vocational class consist mainly of ingredients for the dishes. Staple items, such as rice, oil, soy sauce, etc., are always kept on hand, while fresh produce, meat, fish, etc., are ordered as needed. The kitchen is equipped with cutting boards, cleavers, and workspace for all the students, and cooking is done with two professional, gas-fired woks, plus a four-burner range with oven and broiler. A mirror is hung over the cooking area so that students can get a better view, especially during guest-chef demonstrations. There is no text for the vocational class. The vocational instructor provides a Chinese recipe for each dish taught, which the trainees copy from large wall posters into their notebooks. He also provides his own diagrams illustrating various methods for carving vegetable garnishes.

3) Resources

In addition to the services of personnel assigned to the BVT program, all Institute staff members are available to assist the program and trainees whenever their special skills may be needed. Often, staff members volunteer to help, even if it is only to chat with the trainees at lunch time. The Institute also makes available the services of the Institute's comptroller, receptionist, and superintendent.

The program is designed not only to take full advantage of the unique qualifications and assets of China Institute, but also to involve the Chinese restaurants, a well-established, major industry in the United States. While in training, the trainees learn about the restaurant industry from guest lecturers -- restaurateurs, chefs, professors, government officials, bankers, and others -- with expertise in a wide variety of subjects connected with all facets of the profession. Good chefs are eagerly sought by restaurant owners and managers. The continuing need for trained chefs provides an ongoing source of employment for bilingual vocational trainees. An extremely close working relationship has developed between the restaurant community and the program, and this is an essential feature of the program.

Another important resource for the program is the Chinese news media. Over the years, the Chinese language newspapers, radio and television have been very supportive of the program. They regularly list application information and they have also featured this program in numerous articles and programs. Announcements that applications will be accepted for training are sent to all Chinese language media in New York City approximately ten days to two weeks before each application period.

EVALUATION

Evaluation is necessary to BVT programs on many levels. In order for a program to be successful, all components need to be regularly assessed. This assessment has several purposes:

1) to evaluate trainees' attitudes, motivation, and performance
   a) in the vocational class
   b) in the VESL class
   c) at the field practice sites

2) to improve program curriculum, materials, strategies, and efficacy

Trainee Evaluation

Trainees are given an oral pre-test/placement test to determine the language group (no English, some English) to which they should be assigned for the training period. For the first two weeks of the program, trainees are on probation. During this period, any with no aptitude for cooking or whose English is too advanced, are asked to withdraw, and are replaced with someone on the waiting list.

Assessment of performance does not always take the form of a written test. In the case of the cooking class, the teacher's daily observation of the students is a more valuable assessment tool.

It is difficult to objectively measure performance in the chef profession; obviously, everyone has different standards for what food appeals to them. Some may like the cooking of one chef and others may not; also, what is acceptable in a certain type of restaurant may not be in another. But for the purposes of the program, the judgement of the vocational instructor is often enough. However, whenever objective measures are appropriate, they are used. (See appendix for samples of the checklists and written test used)

Curriculum and Program Evaluation

Curriculum evaluation and revision is a continuous process. The VESL component is designed to be as flexible as possible, with the abilities of each group of trainees determining the pace of instruction and teaching methods used. Basic course content and objectives remain largely consistent from term to term, but because the level of each group of students varies somewhat, new activities are constantly being developed. The vocational curriculum has been modified over the years to reflect changing trends in the Chinese restaurant business. For example, Szechuan cuisine Dim Sum, and vegetarian dishes have all grown very popular with Americans in recent years, and the curriculum reflects this. In addition, restaurant personnel at each restaurant where a trainee is sent for field practice are asked to comment not only on the trainee's performance, but also on course content and how well the classroom instruction prepares trainees for the job market. The program also makes use of outside consultants and evaluators who are experts in the field of Bilingual Vocational Training. In order to measure the program's success in placement of its graduates, the job developer conducts followups with the graduate and the employer immediately after a graduate has been placed in a job. Subsequent trainee follow-ups are conducted at thirty, sixty, and ninety days, and if time permits, at six months. In addition, graduates are all encouraged to notify the program of any changes in job status.

Formal testing in the VESL component takes the form of a midterm and final exam which test listening comprehension of safety and other useful expressions; use of appropriate question words; present, past, future, and present continuous tenses; commonly used prepositions of time and location; steps describing how to make a given dish; names of dishes and knowledge of utensils, ingredients, ingredients for a particular dish, and cooking and cutting methods.

Methods for evaluating overall program quality inlcude:

1) weekly staff meetings and informal day-to-day exchanges among program staff

2) careful observation of trainees'reaction to materials, style of instruction, etc.

3) maintenance of job-placement records of former trainees which provide important information on how well the program is succeeding in helping individuals find regular, long-term employment

4) a questionaire dealing with skill training and language training on which trainees are asked to comment frankly about the program and how it can be improved

Since BVT programs throughout the country vary in their needs and objectives, and teachers all vary in approach and teaching style, it is unlikely that a curriculum could be wholly adopted by a second program without any changes made. However, if the program's goals are similar, a `found' curriculum can be adapted and reorganized to suit the needs of another program. The BVT program staff at China Institute hope that their knowledge and experience gained in administering this program will be helpful to others involved with programs of this kind.

COURSE AND CONTENT OUTLINE: Week 1 to Week 20

COURSE AND CONTENT OUTLINE

Weeks 1-13 Classroom Training

I Week 1

A Vocational

1. orientation to a) job requirements
   b) training site kitchen and professional kitchen (facilities, equipment and utensils)
2. overview of curriculum--vocational
3. use of basic kitchen utensils
4. clean and prepare meats and vegetables
5. cutting methods: dicing, slicing and shredding
6. cooking methods: stir-frying and deep-frying
7. preparation of dishes

B VESL-Employabilty

1. orientatation on trainee's future job and working environment and employer's expectations
2. learn classroom and kitchen instruction commands (recognition)
3. learn to understand and say safety expressions
4. learn "special of the day" concept
5. learn the names of the special dishes taught each day in cooking class
6. Orientation on American food service

C VESL

1. pre-reading practice
2. personal information
3. kitchen equipment vocabulary
4. classroom and kitchen commands
5. phonics

II Week 2

A Vocational

1. elements of Chop Suey/American-Chinese cuisine, continued
2. preparation of dishes
3. table service (how food should be presented and served at the table)
4. clean and prepare meats and vegetables using efficient methods: skinning, boning, peeling, marinating, coating and stuffing.
5. more cutting methods: chopping, cubing
6. more cooking methods: barbecuing and roasting
7. special Chinese cooking skills: making wontons and preparing noodles

B VESL-Employability

1. English names of the dishes taught in the vocational class
2. ingredients/seasonings of the week
3. personal hygiene in the kitchen (American standards)

4. concept of Social Security number
5. orientation to New York City subway System (bilingual)
6. American concepts of appropriate learning and working attitudes

C VESL
1. greetings and salutations
2. phonics
3. simple beginning reading exercises
4. subways and subway maps
5. simple time expressions (i.e. yesterday, tomorrow, now, etc...)
6. noun/verb inversion questions
7. positive and negative verbs
8. negative statement
9. personal titles (e.g. Mrs., Dr., etc.)

III Week 3

A Vocational
1. elements of Chop-Suey/American-Chinese dishes continued
2. preparation of dishes
3. special Chinese cooking skills: stuffing, wrapping etc... of egg rolls
4. concept of appetizer
5. preparation of sweet and sour sauce

B VESL-Employability
1. English names of the dishes and their ingredients and seasonings
2. more kitchen safety expressions
3. introduce and set up the evaluation methods for trainees' progress in their professional cooking knowledge and measuring skills

C VESL
1. phonics
2. prepositions of place
3. introductions
4. "There is..."/"There are..." sentence pattern
5. money vocabulary (prices)
6. days of the week
7. "do/does" question format
8. question words (who, why, where, when)
9. vocabulary expansion phrases ("What is this?")

IV Week 4

A Vocational
1. elements of Cantonese cuisine
2. preparation of dishes
3. cleaning and preparing seafood (shrimp,crab,lobster) by: shelling, deveining, marinating, coating and stuffing
4. American system of weights and measures
5. lectures on nutrition

B VESL-Employability
  1. English names of the dishes and their ingredients and seasonings
  2. weights and measures (American)

C VESL
  1. working understanding of American currency
  2. filling out checks
  3. prepositions of space
  4. weights and measures
  5. banking; withdrdawal and deposit slips
  6. time expressions (What time is it?)
  7. money expressions (circulars, ads, etc.)

V Week 5

A Vocational
  1. elements of Cantonese style Chinese cuisine continued
  2. preparation of dishes
  3. unique Chinese spices and seasonings: black bean sauce
  4. more cooking methods: parboiling and basting
  5. cleaning and preparation of fish
  6. lectures on restaurant operation and management
  7. Dim Sum demonstration

B VESL-Employability
  1. names of the dishes and their ingredients and seasonings
  2. American-Chinese restaurant menus
  3. bilingual discussion of American banking, credit cards, loans, etc.

C VESL
  1. bank vocabulary and roleplay
  2. verb expansion
  3. American supermarkets and grocery stores
  4. calendar
  5. review of first four weeks' material

VI Week 6

A Vocational
  1. elements of Dim Sum cuisine
  2. grinding meat and mincing shrimp and vegetables
  3. preparing batter
  4. mixing and kneading dough
  5. more cooking methods: baking, steaming
  6. soups and desserts/pastries
  7. Szechuan cuisine demonstration

B VESL-Employability
  1. English names of the dishes and their ingredients/seasonings
  2. soup/appetizer/entree/dessert: when to serve and how
  3. cutting and cooking methods vocabulary

C VESL
  1. American postage

2. addressing a letter
3. clock time
4. ordinal numbers
5. "May I" vs. "Can I"

VII Week 7

A Vocational
1. elements of Szechuan cuisine
2. preparation of dishes
3. preparation of hot pepper sauce
4. lecture on sanitation regulations in American restaurants
5. concepts of and demonstration of food garnishing
6. food purchasing and storage

B VESL-Employability
1. English names of the dishes and their ingredients/seasonings
2. table sevice for Dim Sum
3. review for midterm exam

C VESL
1. review all subjects for midterm exam
2. orientation to test-taking in America
3. review an intensive practice of communication skill in different situations
4. try out of English skills acquired through week 7

VIII Week 8

A Vocational
1. elements of Szechuan cuisine, continued
2. preparation of dishes
3. preparation of garlic sauce
4. vegetable carving and food garnishing -- selecting the proper vegetables using the proper carving tool, etc.
5. Peking style Chinese cuisine demonstration

B VESL-Employability
1. English names of the dishes and their ingredients/seasonings
2. cooking and cutting vocabulary
3. employer-employee relationships

C VESL
1. Cooking and cutting methods vocabulary
2. employment relationship vocabulary and roleplay
3. time
4. verb expansion
5. present continuous tense
6. museum field trip

IX Week 9

A Vocational
1. elements of Peking Style cuisine
2. preparation of dishes

3. making dumplings
4. concept of "chefs specialties"
5. garnishing and decorating dishes for serving

B VESL-Employability
1. English names of the dishes and their ingredients/seasonings
2. menu reading
3. work time schedules
4. calling in late/sick

C VESL
1. prepositions of time
2. phonics lessons
3. describing a particular dish in English
4. reading simple recipes
5. holiday customs and special foods (American)
6. "question" sentence patterns and question words

X Week 10

A Vocational
1. elements of Peking Style cuisine continued
2. preparation of dishes
3. preparation of Peking style sauce
4. "Peking Duck" techniques
5. making pancakes
6. Hunan style Chinese cuisine demonstration

B VESL-Employability
1. English names of the dishes and the ingredients/seasonings
2. job seeking: getting information by telephone and reading classified ads
3. recipe reading

C VESL
1. telephone conversation
2. comparatives
3. clothing (work clothing)
4. plurals
5. reading recipes
6. future tense

XI Week 11

A Vocational
1. elements of Hunan cuisine, continued
2. preparation of dishes
3. recipe adaptation and conversion
4. orientation to on-the-job training: working environment and expectations (employee's vs. employer's)

B VESL-Employability
1. English names of the dishes and their ingredients/seasonings
2. taking food orders; telephone, counter, tableside

C VESL
1. future tense
2. present progressive
3. simple letter format
4. housing vocabulary (rents, ads in the newspaper, etc.)
5. comparatives
6. review names of kitchen equipment

XII Week 12

A Vocational
1. elements of Hunan style Chinese cuisine continued
2. preparation of dishes
3. menu planning
4. demonstration of Western style cooking
5. roles and responsibilities of restaurant staff and especially kitchen staff (orientation for on-the-job training)

B VESL-Employability
1. English names for dishes and the ingredients/seasonings
2. orientation and discussion: on-the-job training
   a. types of American restaurants
   b. different management structures
   c. having a positive working attitude
3. review for final exam

C VESL
1. review for final exam
2. review and intensify practice of communication skills in different situations
3. try-out of English skills acquired through week 13

XIII Week 13

A Vocational
1. elements of vegtarian dishes
2. preparation of dishes
3. test and evalution

B VESL-Employability
1. menu planning
2. orientation and discussion: on-the-job training
3. review and question period for final exam

C VESL
1. review for final exam
2. comprehensive final exam
3. field trip to Washington D.C.

Field Practice Weeks 14-20

XIV Week 14

A Vocational: on-the-job training (in restaurants)

B Employability
  1. discussion of on-the-job training
  2. individual counseling and preparation for job-placement

C VESL-Employability
  1. co-worker conversation (health, weather, family, etc.)
  2. using the English phone book (yellow and white pages)
  3. review problems identified on the final exam
  4. reporting accidents and using safety instructions
  5. describing where things are located
  6. answer questions and concerns trainees have about working

XV Week 15

A Vocational: on-the-job training (in the restaurants)

B Employability
  1. discussion of on-the-job training
  2. individual counseling and preparation for job-placement

C VESL-Employability
  1. giving and taking directions/instructions
  2. house/home survival lessons (looking for housing, renting an apartment, making complaints to the landlord, etc.)
  3. relevant grammar, such as prepositions of time/place, command form, etc.
  4. reporting need of stock
  5. reporting broken equipment
  6. scheduling; asking for a day off, to leave early, calling in sick, holidays, requesting more/fewer hours
  7. apologizing for mistakes

XVI Week 16

A Vocational: on-the-job training (in restaurants)

B Employability
  1. discussion of on-the-job training
  2. individual counseling and preparation for job-placement

C VESL-Employability
  1. application forms
  2. listening comprehension practice
  3. job interviews
  4. requesting a job application
  5. bilingual disscussion of field practice difficulties

XVII Week 17

A Vocational: on-the-job training (in restaurants)

B Employability
  1. discussion of on-the-job training
  2. individual counseling and preparation for job-placement

C VESL-Employability

1. describing desired position
2. reporting work history in simple terms
3. individual resume writing, filling out of job application forms
4. interviewing practice
5. starting and quiting a job
6. looking for employment
7. employment services and how to use them
8. bilingual discussion of field practice difficulties
9. requesting travel information
10. kitchen roleplay

XVIII Week 18

A Vocational: on-the-job training (in restaurants)

B Employability

1. discussion of on-the-job training
2. individual counseling and preparation for job-placement

C VESL-Employability

1. customer relations
2. cancelling an unwanted order
3. suggesting food to the customer
4. small disasters (i.e. spilled food, broken dishes, overflowing sink, etc.)
5. orientation to American doctor's office and emergency room
6. filling out of application forms and resume writing
7. responding to positive and negative criticism on the job
8. offering assistance
9. the time clock
10. making suggestions to co-worker and boss

XIX Week 19

A Vocational: on-the-job training (in restaurants)

B Employability

1. discussion of on-the-job training
2. individual counseling and preparation for job-placement

C VESL-Employability

1. restaurant menu reading comprehension
2. review hospital and Doctor's office - vocabulary used when seeing the doctor - describing symptoms following instructions, etc.
3. reporting theft (customer and employee)
4. employee benefits
5. filling out of application forms and resume writing, continued
6. bilingual discussion of working experience during their field training

XX Week 20

A Vocational: on-the-job training (in restaurants)

B Employability
1. discussion of on-the-job training
2. individual counseling and preparation for job-placement

C VESL-Employability
1. post test (written and oral)
2. student evaluations
3. bilingual discussion of work problems
4. bilingual discussion of BVTP at China Institute
5. individual application form writing and resume writing
6. reading pay checks and reporting errors

The graduation ceremony will be during the 21st week.

APPENDIX A

English Screening Test
English Oral Placement/Pre-post Test

CHINA INSTITUTE IN AMERICA

BILINGUAL VOCATIONAL TRAINING PROGRAM FOR CHINESE CHEFS

English Proficiency Test

This test has been designed by the staff of BVTP at China Institute in America to assess program applicants' English proficiency and to assist in placement. Since there are a limited number of places in the program and a much larger number of applicants with an even wider range of abilities and backgrounds it is necessary to design a test which will correspond to a wide range of abilities. In this way the staff will have valid and detailed information to assist in selecting those applicants whose English is of a comparable level and suitable for this program. Since the background of the applicants varies so greatly within each application period and from one application period to the next, it is difficult to establish a preliminary proficiency level that would function as a cut-off point. However, records of language proficiency are kept on file from previous periods and are used as an approximate guide for deciding each successive application period ceiling and floor English proficiency levels.

Because it is the program's objective to serve the neediest group of immigrants, it is important to pay special attention to the low end scoring applicants. The test has been redesigned to make clear distinctions within the spectrum of low scoring applicants. For example, many students may score a zero on a proficiency test which asks them to answer an English question in written English. Some of the applicants may be able to read the English question but be unable to answer in written English, although they may be able to give the correct response in their native language. Other applicants may understand some of the words but would be unable to understand the question and certainly unable to respond in written English.

Still other applicants may not even recognize that the clusters of letters represent words and hence carry a meaning. Some may not even be able to name any but a few letters. All of the above mentioned applicants would score a zero on the test if it only included questions of this type.

This problem is exacerbated because the applicants for the China Institute's program are all from Chinese speaking backgrounds. This means that they have much more difficulty in learning English than do those people who speak a language that uses a phonetic alphabet. Because Chinese is a nonalphabetic language, a fully literate Chinese will not find it easy to transfer their language skills to the task of learning English. In sum, it is necessary within the low end of the scoring range to make finer distinctions than are made on the commercially available English proficiency tests. In designing the test care has been taken not to discriminate on the basis of sex, age or ethnic background.

The test is divided into seven sections. Each section is given a prescribed percentage value. Each section also is designed to test a particular level of ability from simple recognition of the alphabet up to production of written English. Since the BVTP program is a chef training program, cooking vocabulary has been included in some of the reading comprehension questions.

The first section is simply a test of ability to recognize letters. It is also necessary to recall certain letters and put them in proper order. The test does not ask to simply have the applicant write down the alphabet. From the results of this section it can be determined to what degree the applicants are familiar with the alphabet. Scoring this section would be more difficult if the applicants were simply asked to write the alphabet since they may write the letters in many different orders or with missing letters or with repeated letters. But as the test is constructed now, either no credit, half credit or complete credit may be awarded objectively.

Section two demands that the applicant be able to read a few single words, know the meaning of those words and be able to write the opposite meaning of those words in English for full credit or in Chinese for half credit. The test allows the applicants to answer in Chinese since some of the applicants may be able to read English correctly but may be unable to respond in English. Since they have completed half of the steps necessary to arrive at the correct answer they deserve half credit. This provides a fuller profile of achievement as well.

Section three tests reading ability in addition to testing the ability to recognize appropriate phrases or nouns. The applicant must choose the correct phrase or noun but the position in the sentence where it is missing is given. Also, multiple choice is used here in order that the applicant's recall ability is not a variable.

Section four of the test once again demands reading ability and the ability to fill in the appropriate verb form. The verb necessary to complete the sentence is given so that this is only a test of the applicant's ability to place a given verb in a sentence in the correct person and tense.

The fifth section now demands an ability to read and comprehend a complex question or statement. The applicant must then translate the sentence into Chinese. Care has been taken in the selection of topics to be translated to insure that there are no translation difficulties unique to English and Chinese. The grading of this and section six is more subjective due to the nature of translating. There are many correct answers and full credit will be awarded for any version of an accurate translation and partial credit will be given accordingly.

The sixth section is the most difficult for the applicant and the most difficult to grade objectively. Questions of varying complexity are given and the applicant must answer in English. Chinese at this point will not be awarded credit.

The final section of the test requires applicants to comprehend a recipe for a Chinese dish given in English and answer questions about it. This section of the test helps to determine applicants' degree of familiarity with cooking-related English.

The sections of the test have been arranged from the easiest to the most difficult in order to minimize stress during the examination and hence yield more accurate results. Questions within each section are not necessarily arranged in this order, however each section has questions that range from simple to more complex. Since the applicants bring such a wide range of abilities and educational backgrounds to the test it has been designed to incorporate as wide a range as possible and therefore to complete as full a profile of their abilities as possible.

The test is administered again to all trainees at the conclusion of the program, thereby providing information with which to gauge each trainee's progress in English.

English Screening Test

Name: ______________________________ Date: ______________________________

I. Please fill in the missing letters. 請按廿六個英文字母的順序.填出題目中已經列出字母的前一個字母及後一個字母.

(Example: __a__ b __c__)

1. _____ f _____
2. _____ n _____
3. _____ y _____
4. _____ s _____
5. _____ u _____
6. _____ p _____
7. _____ d _____
8. _____ l _____
9. _____ j _____
10. _____ h _____

II. Write the opposite of the following words. 寫出下列各字的相反詞

1. good ________________________
2. wrong ________________________
3. women ________________________
4. cold ________________________
5. late ________________________
6. slow ________________________
7. down ________________________
8. happy ________________________
9. left ________________________
10. thin ________________________

III. Multiple choice. Circle the correct one. 選擇（圈出對的答案）

1. (Do you want) (Are you want) to study English?
2. (How much) (How many) sons do you have?
3. I have five (childs) (children) (childrens).
4. I want (them) (they) to work hard.
5. (Did) (Do) (Are) you go to work yesterday?

IV. Fill in the blanks using the correct form of the verb given. 將正確的動詞時態填入空白

1. He ________ to work everyday. (go)
2. I ________ to study English. (want)
3. He has always __________ to be a chef. (want)
4. That's why he has been _________ cooking. (study)
5. He ________ in an apartment last year. (live)

V. Translate the following sentences into Chinese. 把下列的句子翻譯成中文

1. I came to America two years ago. ______________________________
2. What time is it? ______________________________
3. I want to be a Chinese chef. ______________________________
4. My friend will open a restaurant next year.

____

5. Because his job is hard, he is sometimes very tired.

____

VI. Answer the following questions in English. 用英文回答下列的问題

1. Where do you live? ______________________________
2. Where are you from? ______________________________
3. Are you working right now? ______________________________
4. When did you come to this country? ______________________________
5. How many people are there in your family? ______________________________

VII. 請根据下列食譜回答問題
Answer the questions about the following recipe.

Sa-Chia Chicken

Ingredients

8 ounces chicken leg meat
6 pieces baby corn
6 pieces red pepper
1 tablespoon sliced ginger
1 tablespoon sliced garlic
2 tablespoons diced scallions

Seasonings

1/2 cup Hot Pepper Sauce
1 teaspoon Sa-chia
1/2 teaspoon chili sauce
1 teaspoon sesame oil

Cooking Method

1. Deep-fry chicken briefly in hot oil.
2. Deep-fry baby corn and red pepper briefly in hot oil.
3. Remove oil, leave 2 tablespoons oil in the wok.
4. Stir-fry ginger, garlic, scallions, add Sa-chia sauce.
5. Stir-fry cooked chicken, baby corn, and red pepper in wok.
6. Add hot pepper sauce and sesame oil.

問題
Questions

1. How do you first cook the chicken? ____________________

2. How much Hot Pepper Sauce do you use? ____________________

3. How much oil is in the wok when you stir-fry? ____________________

4. What do you add the Sa-chia Sauce to? ____________________

5. Is this dish spicy? ____________________

China Institute Bilingual Vocational Training Program

English Oral Pre/Post Test 1987

1. Do you understand English?
2. What's your name?
3. Are you Japanese?
4. Where were you born?
5. When did you come to America?
6. Is Sweet and Sour Pork spicy?
7. Did you work yesterday?
8. What will you do tomorrow?
9. What Chinese food can you make?
10. What do you need to make Tung-Ting Shrimp?

Bilingual Vocational Training Program

_________ Term (   )

KEY: 1) No Response

Ex.: Q: Where do you live?
Ans: "I don't know." "I don't understand." (In Chinese)

2) Understood, but no response in English.

Ex.: Q: What is your name?
Ans: "You asked me what my name was, right?" (In Chinese)

3) Responded in English, but not acceptable

Ex.: Q: What day is today?
Ans: I like Chinese food.

4) Responded in English, and acceptable

Ex.: Q: What language do you speak?
Ans: Chinese.

NAME:

Questions: #1 #2 #3 #4 #5 #6 #7 #8 #9 #10 TOTAL

Score: ______________________________ ______

Questions: #1 #2 #3 #4 #5 #6 #7 #8 #9 #10 TOTAL

Score: ______________________________ ______

Questions: #1 #2 #3 #4 #5 #6 #7 #8 #9 #10 TOTAL

Score: ______________________________ ______

Questions: #1 #2 #3 #4 #5 #6 #7 #8 #9 #10 TOTAL

Score: ______________________________ ______

Questions: #1 #2 #3 #4 #5 #6 #7 #8 #9 #10 TOTAL

Score: ______________________________ ______

Questions: #1 #2 #3 #4 #5 #6 #7 #8 #9 #10 TOTAL

Score: ______________________________ ______

KEY:

1) No Response
2) Understood - but not English
3) Not acceptable English
4) Acceptable English

NAME:

Questions: #1 #2 #3 #4 #5 #6 #7 #8 #9 #10 TOTAL

Score: ______________________________ ______

Questions: #1 #2 #3 #4 #5 #6 #7 #8 #9 #10 TOTAL

Score: ______________________________ ______

Questions: #1 #2 #3 #4 #5 #6 #7 #8 #9 #10 TOTAL

Score: ______________________________ ______

Questions: #1 #2 #3 #4 #5 #6 #7 #8 #9 #10 TOTAL

Score: ______________________________ ______

Questions: #1 #2 #3 #4 #5 #6 #7 #8 #9 #10 TOTAL

Score: ______________________________ ______

Questions: #1 #2 #3 #4 #5 #6 #7 #8 #9 #10 TOTAL

Score: ______________________________ ______

Questions: #1 #2 #3 #4 #5 #6 #7 #8 #9 #10 TOTAL

Score: ______________________________ ______

Questions: #1 #2 #3 #4 #5 #6 #7 #8 #9 #10 TOTAL

Score: ______________________________ ______

Questions: #1 #2 #3 #4 #5 #6 #7 #8 #9 #10 TOTAL

Score: ______________________________ ______

APPENDIX B

Vocational Course Objectives
Criteria of Evaluation for Vocational Performance Objectives
List of Dishes Taught in the Vocational Class
   (Vocational Evaluation Form A)
Vocational Skill Checklist
   (Vocational Evaluation Forms B,C,D)
Vocational Final Written Test

CHINA INSTITUTE IN AMERICA
BILINGUAL VOCATIONAL TRAINING PROGRAM FOR CHINESE CHEFS

Vocational Objectives:

The trainee will be able to correctly prepare more than sixty Chinese dishes most popular in the Chinese restaurants including Cantonese, Zsechuan, Peking and Hunan regional cuisines as well as "Chinese-American" cooking and Dim Sum.

The trainee specifically will:

1. know meats, seafood, vegetables, and seasonings.
2. know kitchen equipment and utensils and handle them properly: cleaver, knife, can opener, rolling pin, wok, ladle, spatula, strainer, skimmer, oven, stove, etc.
3. be able to clean and prepare meats, seafood and vegetables use efficient methods of skinning, shelling, boning, peeling, deveining, marinating, coating and stuffing.
4. be able to prepare special Chinese food using skills: wrapping egg-roll, dumpling, make pan cake.
5. be able to cut meats and vegetables using different methods of cutting: slicing, dicing, shredding, mincing, cubing, chopping, etc.
6. be able to grind meats, stir and mix batter and knead dough
7. be able to cook dishes using the essential methods of stir-frying, deep-frying, steaming, boiling, pan frying, parboiling, baking, basting, barbecuing, and roasting.
8. be able to garnish and decorate dishes for serving.
9. know the names of dishes as they appear on the menu.
10. be able to describe the special features of each dish: flavor, regional style, cooking methods, ingredient and seasonings.
11. understand and use the American system of weights and measures.
12. know basic rules of safety and work accordingly.
13. know personal hygiene and work accordingly.
14. know sanitation rules and regulations and work accordingly.
15. be able to read, convert and adapt recipes.
16. know the roles of food service staff: head chef (master chef), second-chef, deep-fryer, kitchen helper(pre-cook), dish-washer.
    Manager, cashier, waiter, waitress, bus-boy, boss, employer, employee.
17. understand table service.

Evaluation for Vocational Performance Objectives

1. Given a variety of meats, seafood, vegetables and seasonings in any stage of preparation, the student will be able to identify which item is which bilingually with 90% accuracy.

2. Given a fish, a piece of beef or pork the trainee will know what and how to perform the necessary cleaning and cutting to prepare it for a specific dish with 100% accuracy.

3. Given the ingredients for dough the trainee will be able to combine, mix and knead the dough suitable for specific Dim Sum with 100% accuracy.

4. Using only the cleaver and vegetable knife the trainee will be able to chop vegetables necessary to make a prescribed dish with 100% accuracy.

5. Given a specific dish to prepare, the trainee will know which cooking technique to perform (i.e. parboiling, stirfrying, etc..) and will perform it with 100% accuracy.

6. Given a specific garnish to carve the student will select the proper vegetable and will be able to perform the necessary steps to carve it with 100% accuracy.

7. Given a menu from a Chinese restaurant, the trainee will be able to identify the dishes taught in English and or Chinese with 90% accuracy.

8. Given a specific Chinese dish, the trainee will identify its regional origin, flavor, cooking methods, ingredients and seasonings in Chinese and English with 90% accuracy.

9. Given commercial food product containers the trainees will find the weight and vollume measurements and will duplicate these measurements using American measuring devices such as measuring cups, rulers, measuring spoons and scales with 90% accuracy.

10. Given a recipe in either English or Chinese that has not been taught but which contains no new techniques or materials, the trainee will prepare the dish within the morning preparation period.

11. Given a table to be set for dinner the trainee will be able to set the table for X number of people according to either Chinese or American customs with 90% accuracy.

Chop Suey, Cantonese, Szechuan, Peking and Hunan Dishes
雜碎 廣東 四川 北京 湖南 菜

1.	Roast Pork Egg Foo Young	叉燒芙蓉蛋
2.	Egg Drop Soup	蛋花湯
3.	Roast pork Fried Rice	叉燒炒飯
4.	Wonton Soup	餛飩湯 (雲吞湯)
5.	Roast Pork	叉燒
6.	Roast Pork Chop Suey	叉燒雜碎
7.	Barbecued Spare Ribs	烤(燒)排骨
8.	Roast Pork Lo Mein	叉燒撈麵
9.	Moo Goo Gai Pan	蘑(毛)菇雞片
10.	Egg Roll	春卷(美式)
11.	Pepper Steak	青椒牛
12.	Diced Chicken with Almonds (Cashew Nuts)	杏仁(腰果)雞丁
13.	Sweet and Sour Pork	甜酸肉
14.	Butterfly Shrimp	蝴蝶蝦
15.	Fantail Shrimp	鳳尾蝦
16.	Beef with Broccoli	芥蘭牛
17.	Lobster Cantonese Style	廣東式炒龍蝦
18.	Crab with Black Bean Sauce	豉汁炒蟹
19.	Lemon Chicken	檸檬雞
20.	Shrimp with Lobster Sauce	蝦龍糊
21.	Mustard Green with Bean Curd Soup	芥菜豆腐湯
22.	Chicken in Soy Sauce	豉油雞
23.	Stuffed Green Pepper	釀青椒
24.	Stuffed Bean Curd	釀豆腐
25.	Subgum Winter Melon Soup	什錦(八宝)冬瓜湯
26.	Spare ribs with Black Bean Sauce	豉汁(豆豉)排骨
27.	Crisp Fried Shrimp with Pepper	椒盐蝦
28.	Fried Chicken Cantonese Style	廣東炸雞
29.	Boiled Sea Bass Hong Kong Style	白水魚
30.	Walnut Cookies	合桃酥
31.	Fried Taro Root Horn	芋角
32.	Spring Roll	春卷(上海)
33.	Almond Jello	杏仁豆腐
34.	Roast Pork Bun	叉燒包
35.	Shu Mai	燒賣

36. Taro Root Shrimp Ball	芋蝦
37. Diced Chicken with Hot Pepper Sauce	公保雞丁
38. Dried Sautéed String Beans	乾扁四季豆
39. Double Cooked Pork	回鍋肉
40. Crispy Shredded Beef with Spicy Sauce	干炒(燒)牛肉絲
41. Hot and Spicy Bean Curd Szechuan Style	麻婆豆腐
42. Sa-Chia Chicken	沙茶雞柳
43. Shredded Pork with Garlic Sauce	魚香肉絲
44. Hot and Spicy Shrimp Szechuan Style	乾燒明蝦
45. Snow White Shredded Chicken Soup	雪花雞絲湯
46. Fillet of Beef Szechuan Style	天府里脊肉
47. Egg Plant with Garlic Sauce	魚香茄子
48. Hot and Sour Soup	酸辣湯
49. Scallops with Garlic Sauce	魚香干貝
50. Deep Fried Crispy Duck	香酥鴨
51. Beef with Orange Flavor	陳皮牛
52. Squirrel Fish	松鼠魚
53. Sliced Beef with Scallions	葱爆牛
54. Fried Dumpling	鍋貼
55. Diced Chicken with Hoisin Sauce	醬爆雞丁
56. Moo Shu Pork	木須肉
57. Peking Duck	北京鴨
58. Chicken in Sesame Sauce	雞絲拉皮
59. Baby Shrimp with Green Peas	青豆蝦(仁)
60. Pork Chop Peking Style	京都肉排
61. Crystal Prawn	三絲明蝦
62. Scallion Pancake	葱油餅
63. General Ching's Chicken	國藩雞球
64. Spicy Crispy Whole Sea Bass	脆皮魚
65. Hunan Beef	湖南牛柳
66. Lake Tung Ting Shrimp	洞庭蝦片
67. Goldfish Shrimp	金魚蝦
68. Assorted Vegetables	素什錦
69. Chow Mein	炒麵
70. Pan Fried Flounder	乾煎龍利
71. Clams with Black Bean Sauce	豉汁炒蜆
72. Chef's Special Pork Chop	招牌豬排
73. Sliced Fish with Wine Sauce	糟溜魚片

EVALUATION FOR CHINESE PROFESSIONAL COOKING
(Form A)

日期 Date: ____________

名字 Name: ____________

Time: 1:45 - 2:00
alternate: Oral discussion/Written test

1. Dish name: 中文 ____________
菜名 English ____________

2. Special features: flavor ____________ Cooking method(s) ____________
特色 味道 regional style ____________ 烹調法 ____________
地區

3. Seasonings:
調味料

4. Ingredients and preparation:
材料及準備

5. Cooking method(s) and procedures:
作法

6. Notes:
注意事項

EVALUATION FOR CHINESE PROFESSIONAL COOKING SKILLS
(Form B)

1. to slice
2. to dice
3. to shred
4. to cube
5. to chop
6. to mince
7.
8.
9.
10.
11. to skin
12. to shell
13. to bone
14. to peel
15. to devein
16. to marinate
17. to coat
18.
19.
20.
21. to make egg rolls
22. to make dumplings
23. to make skins
24. to stuff
25. garnishing
26. decoration
27. food carving
28. measurement
29. to make pan cake
30.
31. to stir-fry
32. to deep-fry
33. to steam
34. to pan-fry
35. to parboil
36. to braise
37.
38.
39.
40.

handling equipment:

41. rolling pin
42. strainer
43. skimmer
44. mixer
45. cleaver
46. spatula
47. ladle
48.
49.
50.

Scoring:

1 unacceptable

2 below average

3 satisfactory (average)

4 good (above average

5 outstanding

Date: ____________________ Evaluator: ______________________________

Dish name: ____

Performance Trainee	Skill:	Skill:	Skill:	Skill:	Skill:	Skill:

CHINA INSTITUTE IN AMERICA
Bilingual Vocational Training Program

EVALUATION FOR CHINESE PROFESSIONAL COOKING SKILLS
(Form C)

Date: ____________________ 日期

Instructor: ____________________ 教師

Dish cooked: ____________________ 菜名

Term: ____________________

Group: __________

Scoring:

1	unacceptable	完全不能接受
2	below average	不好
3	satisfactory (average)	可
4	good (above average)	好
5	outstanding	很好

Performance Trainee	appearance 色	fragrance 香	taste 味	texture 嚼感	doneness 火候	efficiency of preparation 做菜速度	overall comment 總評

CHINA INSTITUTE IN AMERICA
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CHINESE PROFESSIONAL COOKING
Test Form for Chop Suey (American-Chinese) Style

Form D

Date: ____________ 日期　　Name: ____________ 名字

I. Please circle the ingredients and seasonings for making

____________________________ dish.

圈出做這個菜的材料及調味品

[Veg.] 蔬菜類	bok choy, shredded	白菜絲	bean sprouts	芽菜
	bok choy, strips	白菜條	snow pea pods	雪豆
	bok choy, sliced	白菜片	peas	青豆粒
	onion, strips	洋葱條	broccoli	西芥蘭
	onion, diced	洋葱片	green pepper	青椒
	scallions, strips	青葱段	celery, sliced	西芹片
	scallions, shredded	青葱絲	celery, shredded	西芹絲
	scallions, diced	青葱粒		
[Veg. Canned & dried] 罐頭蔬菜及乾貨類	button mushrooms, diced	毛菇粒	bamboo shoots, shredded	筍絲
	button mushrooms, sliced	毛菇片	bamboo shoots, sliced	筍片
	straw mushrooms	草菇	bamboo shoots, diced	筍粒
	black mushrooms, whole	冬菇	water chestnuts, sliced	馬蹄片
	black mushrooms, shredded	冬菇絲	water chestnuts, diced	馬蹄粒
	black mushrooms, diced	冬菇片		
[Meats] 肉類	beef, shredded	牛肉絲	ground pork	猪肉碎
	beef, sliced	牛肉片	roast pork, sliced	叉烧片
	chicken, sliced	鸡肉片	roast pork, shredded	叉烧絲
	chicken, diced	鸡肉碎	roast pork, diced	叉烧粒
	chicken, shredded	鸡肉絲	egg, raw	鮮鸡蛋
			scrambled egg	炒熟鸡蛋粒
[Seafoods] 海鮮類	prawns, not shelled	有壳大鮮蝦	lobster, chopped	鮮龍蝦斬件
	prawns, shelled	去壳大鮮蝦	crabs, chopped	鮮蟹斬件
	baby shrimps, cooked	去壳熟蝦仁		
[Noodles & Rice] 麵.飯	noodles, cooked	蛋麵	rice, cooked	白飯
[Seasonings] 調味	salt	盐	garlic, minced	蒜子粒
	sugar	糖	ginger, sliced	薑片
	MSG	味精	ginger, shredded	薑絲
	wine	酒	black bean sauce	豆豉
	pepper, powder	胡椒粉	thick sauce(molasses)	珠油
	soy sauce, light	生抽	egg color	黃水
	soy sauce, dark	老抽	tomato color	紅水
	oyster sauce	蠔油	cornstarch	粟粉打献
	sesame oil	麻油		

II. What color is the sauce of the finished dish? 此菜完成時其外观呈何种色?
(用何种色献)

White 白色献　　light brown 棕色献　　dark brown 深棕色献

CHINA INSTITUTE IN AMERICA
Bilingual Vocational Training Program

CHINESE PROFESSIONAL COOKING
Test Form for Chop Suey (American-Chinese) Style

Date: ________________ Name: ________________________

I. Please circle the ingredients and seasonings for making

____dish.

Veg.

bok choy, shredded
bok choy, strips
bok choy, sliced
onion, strips
onion, diced
scallions, strips
scallions, shredded
scallions, diced
bean sprouts
snow pea pods
peas
broccoli
green pepper
celery, sliced
celery, shredded

Veg. Canned & dried

button mushrooms, diced
button mushrooms, sliced
straw mushrooms
black mushrooms, whole
black mushrooms, shredded
black mushrooms, diced
bamboo shoots, shredded
bamboo shoots, sliced
bamboo shoots, diced
water chestnuts, sliced
water chestnuts, diced

Meats

beef, shredded
beef, sliced
chicken, sliced
chicken, diced
chicken, shredded
ground pork
roast pork, sliced
roast pork, shredded
roast pork, diced
egg, raw
scrambled egg

Seafoods

prawns, not shelled
prawns, shelled
baby shrimps, cooked
lobster, chopped
crabs, chopped

Noodles & Rice

noodles, cooked
rice, cooked

Seasonings

salt
sugar
MSG
wine
pepper, powder
soy sauce, light
soy sauce, dark
oyster sauce
sesame oil
garlic, minced
ginger, sliced
ginger, shredded
black bean sauce
thick sauce(molasses)
egg color
tomato color
cornstarch

II. What color is the sauce of the finished dish?

White light brown dark brown

BILINGUAL VOCATIONAL TRAINING PROGRAM
Cooking Test

双語專業厨師訓練班
烹飪測驗

me: ____________________ Date: ____________________
姓名 日期

是 TRUE 非 FALSE

1. In Chinese restaurants, cooking methods for Lomein dishes and Cantonese Chow Mein dishes are the same. ( ) ( )

中國餐館裡的撈麵類和廣东炒麵類的做法是相同的。

2. If you know how to prepare Moo Shu Pork, you should also know how to prepare Moo Shu Beef. ( ) ( )

如果你會做木須肉也应該會做木須牛。

3. The ways you cook and season Shrimp with Lobster Sauce and Lobster Cantonese are entirely different. ( ) ( )

蝦龍糊和廣东炒龍蝦的做法和調味是完全不同的。

When you prepare sweet and sour dishes, it is not necessary to dip the shrimp, spareribs or chicken in batter and deep fry it before you mix it with the sweet and sour sauce. ( ) ( )

凡是做甜酸類的菜，不論是蝦，排骨，或是雞都不必先蘸麵糊炸熟后再和甜酸汁混合。

5. The ingredients for Moo Goo Gai Pan and Roast Pork Chop Suey should be the same. ( ) ( )

蘑菇雞片和叉燒雜碎所用的配料应該相同。

6. When you make Lomein, you should make it with gravy. ( ) ( )

做撈麵時，你应該用糊水。

7. Not only will an irresponsible chef hurt the owner's business, he will also hurt the image of Chinese restaurants. ( ) ( )

一個不負責的厨师做菜時故意和老板搗乱，他不但會影响老板的生意，同時也會損害中國餐館業的声譽。

是 TRUE 非 FALSE

8. Fantail Shrimp must be fried with bacon. ( ) ( )

炸鳳尾蝦必須先貼上煙肉才可以炸。

9. If someone orders Lobster Cantonese without garlic, we should add more scallions as a substitute. ( ) ( )

有人點(叫)蝦龍糊不加蒜.則可用青蔥來代替。

10. The chef should not do anything aside from preparing the dishes. ( ) ( )

做炒鍋的厨師.除了煮菜外.別的事都不該做。

11. When you prepare a typical diced chicken dish with hot pepper sauce, you should dice the chicken as well as the pepper, bamboo shoots and bok choy. ( ) ( )

一般做宮保雞丁的配料.除了雞丁外.还有其他的配料.
如青豆.筍丁.青椒塊和白菜塊等。

12. Please indicate if each of the following dishes is "Spicy" or "Not Spicy".

請註明下列各菜是"辣"的或是"不辣"的.

Example: Roast Pork Lomein (not spicy)
例： 叉燒撈麵 不辣

1. General Ching's Chicken
國藩雞球 ______

2. Lake Tung Ting Shrimp
洞庭蝦 ______

3. Moo Shu Pork
木須肉 ______

4. Dried Sautéed String Bean
乾扁四季豆 ______

5. Hot and Spicy Bean Curd Szechuan Style
麻婆豆腐 ______

6. Diced Chicken with Hot Pepper Sauce
公保雞丁 ______

7. Hot and Spicy Shrimp Szechuan Style
乾燒明蝦 ______

8. Shrimp with Lobster Sauce
蝦龍糊 ______

9. Diced Chicken with Hoisin Sauce
醬爆雞丁 ______

10. Hunan Beef
湖南牛柳 ______

13. When employed by any restaurants, it is better to

當你在餐館工作時,最好是：

a. follow the head chef's instructions. ( )

聽取餐馆頭厨的指導和方法

b. insist what you learned here is correct. ( )

堅持你在华美訓練班所学的是唯一的做法

14. There are four ways to cut bok choy. Please list them.

請列出白菜的四種切法：

a.

c.

b.

d.

15. Please list all the ingredients for :

請列出下列各菜的配料：

a. Shredded Pork with Garlic Sauce

魚香肉絲

b. Hot and Sour Soup

酸辣湯

c. Moo Shu Pork

木須肉

16. What are the characteristics of a professional chef?

做一個好廚師应該具備那些條件？

We would like to have your constructive criticism of the cooking class in this training program. Please let us know how much you have learned and what your opinions are.

你對本訓練班的烹調課程有何建設性的意見,有何心得,請提供出来.

APPENDIX C

VESL Course Objectives (Language Competency)
Weekly Objectives for A and B Groups
Sample of Joint Lesson Plans
Sample of Weekly Schedule
Sample of Individual Weekly and Daily Lesson Plan
Sample of VESL Vocabulary
Sample of VESL Teaching Materials
Sample of Weekly Quiz
Sample of Mid-term Examination
Sample of Final Examination
VESL and ESL Progress Recording Form

CHINA INSTITUTE IN AMERICA

BILINGUAL VOCATIONAL TRAINING PROGRAM FOR CHINESE CHEFS

Language competency related to the following areas:

On the Job

1. list ingredients and seasonings
2. report need of ingredients
3. report broken equipment and need for repair
4. understand orders and respond appropriately
5. clearly acknowledge when something is understood
6. ask or respond to a request for help on the job
7. respond to and follow one or two-step instructions
8. respond to positive and negative feedback (It's delicious. Thank you.)
9. answer telephone in appropriate manner and take telephone orders
10. report causes of accidents and be able to utter basic safety expressions
11. ability to order produce or cancel orders
12. use money; make change
13. indicate and understand pricing
14. understand and be able to use American system of weights and measures
15. offer help and respond to offers (May I help you? Yes, I'd like...)
16. obtain other people's opinions and ideas (What do you think?)
17. explain and give reason for absence or tardiness
18. request permission to take time off or leave early
19. apologize and give an explanation when something has been done incorrectly and assure supervisor that next time things will be done correctly
20. ask someone to speak more slowly or to repeat or explain an order
21. report errors on a paycheck
22. ability to use proper basic procedures at the bank and in cashing paycheck
23. ask for or give the location of another person
24. describe or comprehend where something is located
25. follow or give directions to different places
26. request the name and function of an unknown object
27. make a telephone call or order by telephone
28. receive and deliver messages accurately
29. ask questions about work schedule or change in schedule
30. report on progress of task being performed or already completed (I finished skinning the chicken legs. I'll do it later.)
31. read aisle markers and know how things are organized in a supermarket

Safety

1. give and respond to verbal warnings
2. read safety signs and posters
3. report unsafe conditions and procedures
4. locate emergency telephone numbers and place emergency calls
5. ask about the proper usage of unfamiliar objects

Social language

1. daily greetings and farewells
2. introduce self or others and respond to being introduced
3. talk to co-worker about weather, health, food, self, family members, relatives and friends.
4. talk to co-worker about yesterday, next weekend activities, or daily habits
5. ask and answer general questions about work
6. ask co-worker to join you on a break, to go to the subway, etc,
7. begin and end a conversation

Job Seeking

1. give upon request name, address, telephone number, social security number, birthplace, birthdate, marital status and citizenship
2. give upon request past work experience, training, education and job skills
3. fill out a simple job application form
4. call to get travel information (How can I get to the restaurant by subway? How much is the car fee?)
5. answer simple questions in interview (Can you start to work next Monday?)
6. able to look up names of persons or business in the phone book using both yellow and white pages.
7. able to read simple things in classified ads (Cook wanted 212-781-3001)
8. able to communicate type of job sought after

Training Related

1. give and take intructions (Wait a minute. Go ahead. Turn on the stove.)
2. safety expressions (Don't drop water into hot oil. Don't burn yourself.)
3. make corrections and suggestions (You shouldn't use so much pepper. You should put in more garlic.)
4. Ask or respond to a request of need (I need a cleaver to cut the meat. OK. Here is one.)

5. ask and respond to instructions on weights and measures (How much flour? How many eggs do I need?)
6. Comprehend classroom instruction and respond (Do You understand? Yes, I have a question. Say it after me.)
7. inquire with questions (What is this? How do you spell that word?)
8. make and respond to an affirmative and negative request (Please listen. Don't talk.)

CHINA INSTITUTE IN AMERICA

BILINGUAL VOCATIONAL TRAINING PROGRAM FOR CHINESE CHEFS

EMPLOYABILITY

How to find job opportunities:

1. Students can ask their friends and relatives
2. Students can ask the chefs and co-workers during field practice
3. Students read ads in English and Chinese newspapers
4. Students can go to job placement agencies

How to apply for the job:

1. Contact the restaurant
    - A. To know more about the job
    - B. Procedures to get the job
    - C. Requirements for the job
2. Application form

    Students bring IDs (e.g. Social Security card and alien registration card.
3. Making Interview appointments through:
    - A. Telephone calls
    - B. Mail
    - C. In person
4. Job market characteristics and practice (do homework for the interview)
    - A. Current salary range
    - B. Portion of the labor force
    - C. Demand in the restaurant business
5. How to behave for a job interview
    - A. Be on time
    - B. Dress formally
    - C. A firm hand-shake
    - D. Eye contact
    - E. Show that your are confident, but not too over-confident

6. Resume
    - A. Give professional objective
    - B. List educational institutions attended
    - C. List work experience
    - D. Give all relevant personal data
7. Follow-up
    - A. Immediately afterinterview to show your appreciation and interest
    - B. After long period of waiting
    - C. After receiving a letter of acceptance - to thank them and to confirm or reject their offer

World-of-Work

Additional objectives

1. ability to identify and correct sanitation violations in a food service operation
2. ability to demonstrate in the kitchen the standards of personal hygiene required in the professional kitchen
3. ability to demonstrate a working knowledge of the importance of temperature control in the food service industry
4. ability to demonstrate a working knowledge of the rules of storing foods in a commercial kitchen
5. ability to identify occupational safety hazards common to culinary arts jobs
6. ability to identify the major causes of accidents
7. ability to identify safe and unsafe kitchen practices
8. ability to demonstrate a working knowledge of the safety rules followed in a commercial kitchen
9. ability to demonstrate a working knowledge of the safety rules designed to prevent cuts, falls, sprains, and burns

Week 1 Objectives

Group A

1. Orientation of the students to the China Institute and the BVTP
2. Introduce and complete Topic #1 - "Meeting People"
   a. able to understand and respond to basic greetings fluently
   b. able to substitute from vocabulary list
   c. able to answer basic questions
3. Ability to conduct basic greetings on their own
4. Ability to recognize letters and words
5. Ability to understand basic classroom commands
6. Command of numbers 1-10 and certain ordinals
7. Alpha-Phonics - Lessons 1-8
8. Ability to fill out basic name and address application forms
9. Ability to alphabetize and use a dictionary, telephone book, etc.
10. Use of articles "a" and "an"

Group B

1. Orientation of the students to the China Institute and the BVTP
2. Introduce and complete Topic #1 - "Alphabet"
   a. familiarize students with phonetic concept
   b. able to write/print letters of alphabet
   c. able to recognize and name letters of alphabet
   d. able to alphabetize words
3. Ability to give student English names
4. Mastery of basic English greetings and salutations
5. Listening comprehension of basic classroom commands
6. Comprehension of various "specialities of the day"
7. Ability to make simple introductions

Week 2 Objectives

Group A

1. Complete comprehension of Topic #1 - "Meeting People"
2. Topic #2 - "The Subway"
    a. able to read and comprehend and listen and comprehend
    b. able to use the classroom model for their own situations
    c. use of "do" and "have/has" questions
3. Personal pronouns and verb "to be"
4. Vocabulary expansion questions - "What is this?"
5. "this/that" and "these/those"
6. Time expressions (today, tomorrow, yesterday, the day after tomorrow, the day before yesterday)
7. Listening comprehension of kitchen safety expressions
8. Complete the list of classroom commands and expressions
9. Ability to pronounce the daily specials
10. Ability to use the subway map
11. Alpha-Phonics - Lessons 8-14
12. Ability to recognize major New York landmarks
13. Ability to recognize English first/middle/last names
14. Ability to fill out more complex forms including address and telephone number and Social Security number
15. Practice giving simple instructions
16. Noun/verb inversion questions

Group B

1. More practice with alphabetizing
    a. telephone books
    b. listings of names
    c. putting names in alphabetical order

2. Ability to introduce oneself and friends to each other

3. Topic #2 - "Meeting People"
    a. able to participate in a dialogue
    b. able to respond to questions like those in a dialogue
    c. questions with question marks
    d. use of capital letters
    e. abbreviations such as "Mr." and "Mrs."

4. Ability to fill out basic application forms such as name, address, and telephone number

5. Telephone numbers

6. Social Security number

7. Name order in English, i.e., first/middle/last names

8. Subject-verb-object

9. Question format using verb-subject

10. Comprehension of classroom commands

11. Simple contractions

12. Listening comprehension of kitchen safety expressions

13. "What is it?" phrase

14. Alpha-Phonics - Lessons 1-8

15. Negative construction using "not"

Week 3 Objectives

Group A

1. Complete Topic #2 - "The Subway"
    a. able to make up sentences using new vocabulary
    b. able to understand basic directions in the subway
    c. able to use a subway map
    d. basic understanding of the key transfer points in the subway and recognition of major landmarks in New York City
2. Introduction of Topic #3 - "At the Bus Stop"
    a. familiarize students with new vocabulary
    b. drill of useful expressions
    c. able to create new sentences using new vocabulary words
    d. use of bus maps
3. "Do" and "Have/Has" question format practice
4. Use of key question words such as "where, when, what", etc.
5. Complete comprehension of classroom expressions
6. Phonics reading ability - Alpha-Phonics, pp. 1-20
7. Ability to make simple introductions
8. Review of money vocabulary
9. Plural and singular articles
10. Prepositions of place
11. Introduction of basic kinship vocabulary
12. Introduction of phrases "there is/are" vs. "it has"

Group B

1. Complete Topic #2 - "Meeting People"
2. Use of "he/she" and "we/they/you"
3. Use of verb "to be"
4. Practice of phrase "What is it?"
5. Noun/verb inversion questions
6. "Do/does" question format
7. Comprehension of all classroom expressions

8. Ability to read sign regulations such as "No Smoking", "Exit", etc.

9. Ordinal numbers

10. Ability to ask for and give information about first, last and middle names, address, telephone number and Social Security number

11. Ability to fill out simple information forms

12. Ability to make simple introductions

13. Topic #3 - "Conversation" Parts 1, 2, 3

Week 4 Objectives

Group A

1. Finish Topic #3 - "At the Bus Stop"
    a. able to read dialogue easily
    b. able to create new sentences using new vocabulary words
    c. able to use a bus map

2. Working understanding of American currency and basic money vocabulary

3. Review of time expressions

4. Topic #5 - "At the Bank"
    a. able to understand dialogue
    b. able to understand and use new vocabulary
    c. use of phrases "How much/How many?"

5. Possessive Adjectives

6. Practice of "specials of the week"

7. Ability to fill out checks and other bank-related forms

8. Prepositions of time/place

9. Introduction to American weights and measures

Group B

1. Complete Topic #3 - "Conversation" Parts 1, 2, 3

2. Review ordinal numbers; drill

3. Emphasis of daily specials; use of new grammar structures and vocabulary to generate talk of specials in classroom

4. Topic #5 - "The Subway"
    a. master new dialogue
    b. able to use new vocabulary
    c. able to use subway map
    d. "Where/how?" question patterns

5. Review of noun/verb question patterns

6. Practice of "How much is...?" sentence pattern

7. Review and expand currency vocabulary (i.e., expensive, cheap, too much)
8. Introduction of colors vocabulary
9. Present continuous tense with verb "to do"
10. Practice of opposite adjectives
11. Introduction to American weights and measures
12. Days of the week

Week 5 Objectives

Group A

1. Complete Topic #5 - "At the Bank"
    a. able to fill out blank checks
    b. able to read and understand the dialogue
    c. able to respond to questions about banking procedures using new vocabulary

2. Additional prepositions of place

3. Prepositions of time

4. American weights and measures continued

5. Days of the week, months, years

6. Introduction to the supermarket
    a. containers
    b. departments
    c. reading flyers and coupons
    d. check-out
    e. general vocabulary
    f. field trip to a supermarket

7. Alpha-Phonics, Lessons 20-30

Group B

1. Review Topic #5 - "The Subway"
    a. able to use subway vocabulary in day-to-day conversation
    b. complete work on maps and general orientation to New York City
    c. able to read dialogue

2. Drill on colors with articles (singular and plural)

3. American weights and measures continued

4. "May I?/Can I?" questions

5. Review of giving and taking personal information basics

6. Introduction to the supermarket
    a. containers
    b. reading coupons
    c. departments
    d. field trip to a supermarket

7. Days of the week

8. Alpha-Phonics, Lessons 20-27

Week 6 Objectives

Group A

1. Complete Topic #5 - "At the Bank"
    a. finish bank-related forms
    b. review basic questions and vocabulary

2. Prepositions of time continued

3. Introduce Topic #6 - "The Post Office"
    a. able to read and understand vocabulary
    b. able to use the new patterns and vocabulary in mock situations

4. "Weather" and expressions dealing with weather

5. Alpha-Phonics, Lessons 31-37

6. Letter writing

7. Reading clock time

8. Practice sentence patterns "Would like...","I'd like", "How do you like...?"

Group B

1. Subway practice continued
    a. "How do I get to...?"
    b. "Where do I get off/on/change to...?"
    c. local/express trains

2. Ordinal numbers

3. Topic #6 - "At the Bank"
    a. able to read dialogue
    b. explanation of American banking bilingually
    c. practice use of bank forms
    d. comprehension of new vocabulary
    e. review of name, address, Social Security number, etc.

4. Introduction to weather expressions

5. Practice of "May I?"/"Can I?" sentence patterns

6. Practice of "I would like..." sentence pattern

7. Alpha-Phonics, Lessons 28-30

8. Reading clock time

Week 7 Objectives

Group A & B

1. Review all material covered for midterm exam
2. Orientation to test-taking in America
3. Review and intensive practice of communication skills in various situations
4. Practice English skills acquired through Week 7

Week 8 Objectives

Group A

1. Field trip to the Metropolitan Museum and follow-up discussion
2. Topic #7 - "What Did You Do in the Kitchen?"
    a. dialogue practice
    b. vocabulary work
    c. sentence patterns
3. Collect and re-record language tapes
4. Review basic kinship vocabulary
5. Discuss work relationships such as "boss", "employee", etc.
6. Review mid-term exam
7. Supplementary vocabulary on cooking methods
8. Past tense
9. Complete present continuous tense

Group B

1. Field trip to the Metropolitan Museum and follow-up discussion
2. Topic #7 - "Welcome to My Kitchen"
    a. dialogue
    b. vocabulary
    c. sentence patterns and expressions
3. Introduction of basic kinship vocabulary
4. Work relationship titles
5. Review of reading clock time
6. Vocabulary building - Verbs
7. Present continuous tense
8. Prepositions of place

Week 9 Objectives

Group A

1. Complete Topic #7 - "What Did You Do in the Kitchen?"
    a. able to read and comprehend dialogue
    b. able to use vocabulary effectively
    c. able to use new sentence patterns

2. Prepositions of time

3. Ability to use past tense of regular and some irregular verbs

4. Effective understanding of "cooking methods" vocabulary

5. Alpha-Phonics, Lessons 38-42

6. Topic #8 - "Cooking in the Kitchen"

Group B

1. Complete comprehension of Topic #7 - "Welcome to My Kitchen"

2. Prepositions of place continued

3. "Cooking methods" vocabulary

4. "Where is the...?" and "How many...?" sentence patterns

Week 10 Objectives

Group A

1. Review Topic #7 - "What Did You Do in the Kitchen?"
2. Introduce Topic #8 - "Cooking in the Kitchen"
3. Future tense
4. Present progressive tense
5. Clothing vocabulary
6. Comparatives
7. Re-write letters
8. Plurals
9. Telephone use vocabulary
10. Reading recipes

Group B

1. Finish Topic #7 - "Welcome to My Kitchen"
2. Introduce Topic #8 - "Cooking in the Kitchen"
3. Introduce new tense constructions
4. Review of "cooking methods" vocabulary
5. Clothing vocabulary

OBJECTIVES FOR GROUP B

Overall Objectives:

1. Listening
   - a. Understand basic conversational questions
   - b. Understand basic vocational vocabulary
   - c. Understand basic giving and taking instructions
   - d. Understand basic safety expressions

2. Speaking
   - a. Ability to answer in good English basic conversational questions
   - b. Ability to use basic vocational vocabulary
   - c. Ability to use basic safety expressions
   - d. Ability to give and take instructions

3. Reading
   - a. Forms - applications and bank forms
   - b. Menu - take-out orders familiarity
   - c. Signs - subway and bus transportation

4. Writing
   - a. Copy names, addresses, dates, etc. accurately
   - b. Fill out bank and application forms

Grammar: See separate sheet

The instructor shouls always assume that the students have never seen or heard the subject before. Students also need to be taught basic study skills.

PERFORMANCE OBJECTIVE: The trainee will recognize and bilingually identify meats, seafood, vegetables and seasonings at all stages of preparation with 90% accuracy

VOCATIONAL	EMPLOYABILITY	ESL-VESL
1.All meats, ingredients, seasonings vegetables and seafood are introduced	1.Bilingual vocabulary	1.English nomenclature of meats, seafood, vegetabl and seasonings
2.See appendix for list of recipes taught	2.Finding the vocabulary on signs and boxes and packages	2.Ability to phrase a complete sentence in using certain vocab (i.e.This is a shrimp.)

MATERIALS AND STRATEGIES

VOCATIONAL	EMPLOYABILITY	ESL-VESL
1.Each term will be prepared from start to finish by each trainee	1.Trainees will be orally drilled bilingually	1.Vocab and pronunciation
2.Step by step instruction on how to prepare and what it should look like in prepreparation	2.Quiz administered periodically	2.Identify item in picture
3.Each item will be tasted to help in the identification of how ingredients should look	3.Have trainees bring in their own pictures	3.Question response, "What is this?"
4.Daily Demonstration	4.Trading pictures	4.Matching problems
	5.Call on class to explain	5.Conversation practice with new vocabulary
		6.Question practice
		7.Practice writing

MATERIALS

1.Fresh pork, beef, shrimp sea bass, lobster,various vegetables and seasonings	1.Handout sheet (vocabulary)
	2.Magazine pictures of food items
	3.Product containers

EVALUATION: Given a variety of meats, seafood, vegetables and seasonings at any stage of preparation the trainee is able to identify which item is which bilingually. Weekly quizzes are administered on which which the trainee must score 90% accuracy and the continual observation and response of the instructors will be the criteria.

PERFORMANCE OBJECTIVE: The trainee will be able to efficiently clean and prepare fish and meat in the following ways; shelling, skinning, boning, peeling, deveining, marinating, coating, stuffing and slicing as applies to each dish and within the prescribed preparation period.

VOCATIONAL	EMPLOYABILITY	ESL-VESL
1. Scaling a fish	1. Bilingual explanation of cutting methods	1. Nomenclature of meats
2. Judging the freshness of a cut of beef	2. Explaining one's skill's in an interview	2. Verbs (cutting)
3. Holding the cleaver		3. Command form
4. Where to cut to form various kinds of cuts		4. Infinitive form
5. Motion of the hands for various cuts		
6. Removing bones from beef, poultry and fish		
7. Recipes for marinating		

MATERIALS AND STRATEGIES

VOCATIONAL	EMPLOYABILITY	ESL-VESL
1. Each cutting method will be taught only as it is needed for the preparation of each dish	1. Drill nomenclature for comprehension and pronunciation	1. TPR
2. Trainees will each have their own sample of meat to practice with	2. Total physical response (trainees gesture the correct motion for each cutting method)	2. Grammar expl. of initiative
	3. Small roleplays of interviews	3. Drills for pronunciation
		4. Substitution exercises
		5. Trainees make-up their own substitutions
		6. Command form grammar explanations
		7. Giving orders (trainees give orders)

MATERIALS

1. Ducks, fish, beef, pork, chicken, shrimp, lobster, etc...	1. Pictures of meats
2. Cleavers, chopping blocks	2. Handout "cutting methods"
3. Marinating ingredients according to recipes	3. Handout with substitution drills

EVALUATION: Given a fish, a piece of beef or pork the trainee will know what and how to perform the necessary cleaning and cutting to prepare it for a specific dish with 100% accuracy.

PERFORMANCE OBJECTIVE: The trainee will be able to prepare dough for Chinese Dim Sum during the 2 hour morning class using the rolling pin skimmer, wok, oven, and steamer within the alloted preparation time.

VOCATIONAL	EMPLOYABILITY	ESL-VESL
1. Various flours and their properties explained	1. Bilingual explanation of dim sum	1. Nomenclature of ingredients and tools for making dough
2. Yeast; what does it do to bread	2. Its place in American and Chinese cuisine	2. Descriptive adj.
3. Recipes for various doughs	3. Serving dim sum	3. Adverbs and their grammatical position in the sentence
4. Kneading dough	4. Drill vocabulary	4. Recognition of pictures of dim sum (English and Chinese)
5. Letting dough rise		
6. Rolling dough with a rolling pin		
7. Deep frying dough		
8. Steaming dim sum		

MATERIALS AND STRATEGIES

VOCATIONAL	EMPLOYABILITY	ESL-VESL
1. Guest lectures will demonstrate dim sum dough	1. Drill vocab	1. Drill new vocab
2. Students will practice mixing and kneading their own dough	2. Roleplay serving dim sum	2. Picture identification
3. Students will be allowed to make mistakes and repeat	3. Students create their own roleplay situation	3. Sentence practice with adjectives and adverbs
	4. Card game with new vocabulary	4. TPR with dough making
		5. Card game
		6. Team teaching

MATERIALS

VOCATIONAL	EMPLOYABILITY	ESL-VESL
1. Several types of flour, spoons, bowls, and mixers	1. Menus from restaurants that serve dim sum	1. Vocab
2. Quipment; rolling pins, wok, steamer, fry pans, mixers, etc...	2. Pictures of dim sum	2. Materials for roleplay
	3. Vocab list	

EVALUATION: The trainee will perform the task repeatedly until the dough is properly prepared. Given the ingredients for making dough the trainee will be able to combine, mix and knead them into specific doughs required to make specific dim sum with 100% accuracy.

PERFORMANCE OBJECTIVE: The trainee will be able to cut meats and vegetables in the following ways: slicing, dicing, shredding, mincing, cubbing, grinding and chopping within the preparation period for each dish using only the cleaver and vegetable knife.

VOCATIONAL	EMPLOYABILITY	ESL-VESL
1.Each cutting method for each item and recipe	1.Giving commands	1.Cutting methods nomenclature
2.Cleaning of meat; trimming fat, cutting for tenderness, deboning and minimizing waste	2.Receiving orders	2.Listening comprehension
3.The two-cleaver method	3.Telling someone to do their job better	3.Pronunciation
4.Sharpening the cutlery	4.Accepting criticism American style	

MATERIALS AND STRATEGIES

VOCATIONAL	EMPLOYABILITY	ESL-VESL
1.Each method will be taught as it is needed for the appropriate recipe	1.Bilingual explanations of American customs for taking orders	1.Drills for comprehension and pronunciation
2.Demonstration by visiting experts	2.Giving and taking criticism	2.Trainees respond to taped commands with gesture (TPR)
3.Students will each practice all of these cutting methods under close observation of the instuctor		3.Phonics drills

MATERIALS

1.Cutlery for each trainee

2.All necessary meats, vegetables, etc... that will be used

1.Vocabulary list handout

2.Tape recorder and prepared tape

3.Alpha Phonics text

EVALUATION: Using only the cleaver or vegetable knife the trainee will be able to chop vegetables necessary to make a prescribed dish with 100% accuracy. Each day the trainee will repeat the process as frequently as is needed until the dish is prepared properly.

PERFORMANCE OBJECTIVE: In the preparation of the daily specials the trainee will perform the necessary stir frying, deep frying, steaming, boiling, pan frying, par boiling, baking, basting, barbequing and roasting using the wok, oven and stove during the morning preparation period.

VOCATIONAL	EMPLOYABILITY	ESL-VESL
1.Each cooking method will be taught	1.Safety rules	1.Nomenclature taught
2.Appropriate cleaning practices taught	2.Skills needed for interviewing and applications	2.Verb/adverb expansion
3.Appropriate safety expressions		3.Listening comprehension
4.Appropriate preparation of each equipment used		

MATERIALS AND STRATEGIES

VOCATIONAL	EMPLOYABILITY	ESL-VESL
1.Each cooking method will be taught by demonstration as it is needed in each recipe	1.Printed list of expressions handed out	1.Drills
2.The teacher demonstrates while the trainees imitate	2.Drill for listening comprehension	2.Games-cherades
3.Each trainee will have a turn to stir-fry each stir-fry dish	3.Use flash cards for reading comprehension	3.Visual recognition through pictures and teacher demonstration
4.Each trainee will prepare one of every menu items	4.Mock interviews	
	5.Text work on applications and job English	

MATERIALS

1.Vocabulary list

2.Flash cards

3.Tape recording

4.Pictures and drawings

EVALUATION: Given a specific dish to prepare, the trainee will know which cooking technique to perform (i.e.par-boiling, stir-frying, etc..) and will perform it with 100% accuracy Weekly quizzes and daily preparation are the criterium for evaluation.

PERFORMANCE OBJECTIVE: The trainee will carve radishes, daikon, tomato and the potato into shapes suitable for garnishing foods in the alloted time period.

VOCATIONAL	EMPLOYABILITY	ESL-VESL
1.Five distinctly different carved vegetable garnishes and the necessary steps to make them will be taught	1.Need for garnishing bilingually discussed	1.Vocabulary
2.Uncarved garnishes will also be taught	2.List of which dishes receive which garnishes	2.Question formation
3.Discussion of other garnishes and ice carving discussed		
4.Safety practices while carving		

MATERIALS AND STRATEGIES

VOCATIONAL	EMPLOYABILITY	ESL-VESL
1.Each garnish will be demonstrated step by step followed by the trainees' imitation	1.Bilingual lecture and discussion	1.Drill vocab.(new words)
2.Each dish prepared will recieve an appropriate garnish according to the instructor's opinion	2.List of garnishes and discussion	2.Matching exercises
3.Examples will be shown and basic principles for garnishing will be bilingually discussed		3.Names of the carved items will be taught
		4.Grammatical explanation of questions; a.wh words b.noun/verb inversion c.key ? words
		5.Trainees make their own and ask each other questions

MATERIALS

1.Vegetables for carving

2.Pairing knives

3.Several carved vegetables

1.List of most common garnishes

2.Cards containing names of dishes

3.Worksheets for grammar

EVALUATION: Given a specific garnish to carve the trainee will select the proper vegetable and will be able to perform the necessary steps to carve it with 90% accuracy. Trainees' work will be compared to the instructor's as criteria for evaluation. The task will be repeated until there is a 90% correspondence with that of the instructor's.

PERFORMANCE OBJECTIVE: The trainee will be able to identify 60 dishes taught in an English or a Chinese menu with 90% accuracy.

VOCATIONAL	EMPLOYABILITY	ESL-VESL
1.Five basic styles of Chinese cuisine	1.Knowing the menu before the interview	1.Reading comprehension of each daily menu
2.Elements of style	2.Things to note on an English menu	2.Listening comprehension
	3.Menu design	3.Describing food
	4.Describing food to customers	4.Reading menus (English)
		5.Phonics/phonetics

MATERIALS AND STRATEGIES

VOCATIONAL	EMPLOYABILITY	ESL-VESL
1.Recipes will be taught in Regional groups beginning with Chinese American Cantonese, Szchuan, Peking and Hunan style	1.Bilingual discussion of American interviews (explaining one's skills)	1.Word cards passed out to groups
2.Charts (bilingual) will be presented listing the elements of each style	2.Menus will be passed out and suggestions for learning the key	2.Tape with menu entries repeated for listening comprehension
3.Several recipes from each group will be taught	3.Trainees quiz each other on the menu	3.Roleplay describing dishes
	4.Mock interviews discussing what types of Chinese cuisine one can cook	4.Record student voices then play back

MATERIALS

1.Charts explaining the various styles and each days recipe

1.Menus (realia)

2.Interview question sheets

3.Tape recorder and tape

EVALUATION: Given a menu from a Chinese restaurant the trainee will be able to identify the dishes taught using English and Chinese with 90% accuracy. Midterm and final exams as well as oral checks are the criteria for evaluation of this performance objective.

PERFORMANCE OBJECTIVE: The trainee will be able to identify and explain bilingually the features of each dish, flavor, regional style, cooking method, ingredients and seasonings with 75% accuracy.

VOCATIONAL	EMPLOYABILITY	ESL-VESL
1.60 dishes from 5 different regions	1.Learn the names of the daily specials (reading and listening comprehension)	1.Each dish will be memorized (English name and ability to read it) daily as they are taught
2.Discussion on the nature of each seasoning and	2.Study menu formats	2.Recognition of examples shown

MATERIALS AND STRATEGIES

VOCATIONAL	EMPLOYABILITY	ESL-VESL
1.Each trainee prepares each of the 60 recipes and is encouraged to pay attention to the flavor and appearance	1.Drill daily specials for reading comprehension	1.Drills/flash cards and lots of review
2.Guest lectures and examples shown	2.Matching games	2.Class presentations
3.Bilingual charts		3.Group presentations
		4.Role plays (customer vs. chef)
		5.Review adjective and adverbs

MATERIALS

1.Charts	1.Pictures of many Chinese dishes
2.Ingredients and seasonings	2."Matching game" handouts

EVALUATION: Given a specific Chinese dish, the trainee will identify its regional origin, flavor, cooking methods, ingredients and seasonings in English and Chinese with 90% accuracy. Periodic quizzes and tests will measure each trainee's progress.

PERFORMANCE OBJECTIVE: The trainee will use American system of weights and measures in preparation of all dishes within the first 5 weeks using measuring cups, measuring spoons, scales and rulers with 90% accuracy.

VOCATIONAL	EMPLOYABILITY	ESL-VESL
1. American system will replace Chinese system gradually by the 5th week	1. Bilingual explanation of solid/liquid American measuring	1. List of American measuring vocabulary
2. Only American measuring devices will be used in the kitchen	2. Brief discussion of metric system	2. Visual recognition of all units of measure (estimate quantities)
		3. Able to convert small units to large units and the reverse
		4. How much/how many
		5. Count/noncount nouns

MATERIALS AND STRATEGIES

VOCATIONAL	EMPLOYABILITY	ESL-VESL
1. Instructor will remind trainees of American systems and rough equivalencies each time measurements are made	1. Lecture with diagrams	1. Vocab list drilled for comprehension
2. American measuring instruments will be explained as they are needed	2. Metric units shown and discussed	2. Collect empty food and other containers, have trainees locate and read measurements on the packaging
3. Setting the oven for the correct temperature and safety concerns		3. Workbook and text work on count/non count nouns

MATERIALS

1. Measuring cups, scales thermometers, etc...	1. Handouts of nomenclature
2. Charts	2. Text material; count/noncount nouns

EVALUATION: Given commercial food product containers the trainee will find the weight and or volume measurement and will be able to duplicate these measurements using American measuring devices with 100% accuracy. In class work, quizzes and tests will measure the trainees' ability to work with American system of weights and measures.

PERFORMANCE OBJECTIVE: The trainee will be able to read, convert and adapt English and Chinese recipes with limited cooking utensils and ingredients within the prescribed 2 hours operation time with 80% accuracy.

VOCATIONAL	EMPLOYABILITY-VESL
1.Each dish will be presented with a list of ingredients and recipe	1.Recipe reading will be taught beginning with simple recipes
2.The instructor will provide a demonstration and special instruction as well as tips on how to vary the preparation under special circumstances	2.Use of the English-Chinese dictionary and English-English dictionary
	3.Phonetics and phonics

MATERIALS AND STRATEGIES

VOCATIONAL	EMPLOYABILITY-VESL
1.Lists will be posted	1.trainees begin by reading very simple recipes
2.Trainees will read lists and prepare the prescribed dish each day with the help of the instructor	2.Familiarization with English recipe format
	3.Dictionaries; practice looking up words and finding the correct translation
	4.Phonetic drill
	5.Spelling exercises

MATERIALS

1.Lists and charts of the recipes and ingredients (bilingual)	1.Recipes from cook books
	2.Dictionaries
	3.Worksheets on alphabetical order
	4.Phonetic worksheets

EVALUATION: Given a recipe in either English or Chinese that has not been taught but which contains no new techniques or materials, the trainee will be able to prepare the dish within the preparation period with 90% accuracy. Reading comprehension will be measured in the English classroom through quizzes tests and participation in daily classroom activities and the chef instructors wil set the criterium for evaluating the trainees' cooking abilities.

PERFORMANCE OBJECTIVE: The trainee will set and serve a table properly in Chinese style for each lunch period according to accepted table setting standards.

VOCATIONAL	EMPLOYABILITY	ESL-VESL
1. Proper arrangement of utencils on the table	1. Basic Western habits at the table	1. Customer requests
2. Proper order of dishes on the table	2. Wait staff and maitre d' in the American restaurant	2. Asking for food
3. Table hygiene and clean up	3. Customer complaints	3. Nomenclature of table setting

MATERIALS AND STRATEGIES

VOCATIONAL	EMPLOYABILITY	ESL-VESL
1. Each day teacher will inspect table setting	1. Bilingual discussion using realia for a table setting	1. Listening comprehension drills
2. Each day teacher will instruct trainee on the order of service	2. Roleplay situation of customer complaint	2. Vocab list drills
3. Lectures on proper table hygiene	3. List of most common customer complaints and how to answer	3. Roleplay table setting and customer complaint situation
4. Inspection of each them days clean-up procedures		4. TPR exercises

MATERIALS

1. Tables, chairs, silverware, chopsticks, serving dishes, etc...

EVALUATION: Given a table to be set for dinner the trainee will be able to set the table for a given number of people with 100% accuracy. Daily responsibilities, such as setting the table for lunch and subsequent clean-up will be the criteria for this evaluation.

	SUNDAY 10/12	MONDAY 10/13	TUESDAY 10/14	WEDNESDAY 10/15	THURSDAY 10/16
9:00 10:20 10:30 11:20 11:30 12:00	English →	B Beef with Broccolic Fantail Shrimp A	B English → A	B Lobster Cantonese Style Crab with Black Bean Sauce A	B English → A
1:30	LUNCH CLEAN-UP	LUNCH CLEAN-UP	LUNCH CLEAN-UP	LUNCH CLEAN-UP	LUNCH CLEAN-UP
2:00	REVIEW Quiz DISCUSSION	REVIEW Quiz DISCUSSION	REVIEW Quiz DISCUSSION	REVIEW Quiz DISCUSSION	REVIEW Quiz DISCUSSION
3:20			2:00- 3:00 Dim Sum 点心示範		
3:30 5:00	B Chef Mark Recipes Cooking preparation A	B → 3:00- 5:00 A	B Demonstration: Dim Sum Chef Lai from Silver Palace Restaurant A	B 3:00- 5:00 Field Trip 1. reading St. signs 2. locations 3. directions A	B 3:00 5:00 Recipes cooking preparatio A

4th Week

Sun.
10/12

4th
week

Date:	English Classroom	Vocational Skill Classroom
9:00 A 10:20	Instructor: Rebecca - finish T.3 - conversation practice (What did you do over the weekend?) - BASE 27, 28 prepositions, kitchen vocab.	Instructor: Chef Mark Sweet and Sour Pork Butterfly Shrimp
10:30 A 11:30	Instructor: David . review dish names + ingred. - Tomorrow's dishes . continue kitchen safety expressions	
11:30 A 12:30	Instructor: Eric Intro. T. 5 "At the Bank" Intro. Weights + measures review prepositions (Kitchen) How much/How many pronouns	
12:30 1:30		LUNCH
1:30 2:00	Instructor: David Quiz 1:45 - 2:00	Review: Eric David
2:00 B 3:20	Instructor: Rebecca Quiz #2 Intro. T.5 "The Subway" (Orientation to NYC Subway Map)	
3:30 B 5:00	Instructor: Eric Drill + practice numbered streets [illegible] I take the ___ train Topic 5 the subway -at review ingredients	3:00/Mark:

Mon.
10/13

Date:	English Classroom	Vocational Skill Classroom
9:00 B 10:20	Instructor: Rebecca Go over Quiz #2 Orientation to subway map Brief discussion of I.O. (BASE p.12)	Instructor: Chef Mark Beef with Broccoli Fantail Shrimp
10:30 B 11:30	Instructor: David - review dishes + ingred. - tomorrow's dish - Kitchen safety exp.	
11:30 B 12:30	Instructor: Eric - review - practice reading subway map - opposites - wts. + measures	
12:30 1:30		LUNCH
1:30 2:00	Instructor: David Quiz 1:45 - 2:00	Review: Eric David
2:00 A 3:20	Instructor: Rebecca - sales, clothes, colors, returning clothing - T. 5 At the Bank - orientation to banking	
3:30 A 5:00	Instructor: Eric - practice + role plays: - buying clothes - cashing checks - opening accounts	3:00/Mark:

1:45 1:30
2:15 2:3
2:45 2:3
2:5

Tues.
10/14

Date:	English Classroom	Vocational Skill Classroom	
9:00 A 10:20	Instructor: Rebecca check-writing : "understanding a check" handout dialogues - cashing a check buying a money order Question words	Instructor: Chef Mark Beef with Broccoli Fantail Shrimp	
10:30 A 11:30	Instructor: David - review dish names + ingredients (up to 10th dish) - Tomorrow's dishes - "Be Careful in the Kitchen" dialogue - reading - roleplays - Intro. to Kitchen equipment + utensils		
11:30 A 12:30	Instructor: Eric review + drill on numbers + basic questions Anne (volunteer) Introductions + free conversation (Aa)		
12:30 1:30		LUNCH	
1:30 2:00	Instructor: David Quiz 1:45 - 2:00	Review: Eric	1:30 2:30
2:00 B 3:20	Instructor: Rebecca Dim Sum Demonstration 2:00-5:00	David	2:30 2:50
3:30 B 5:00	Instructor: Eric	3:00/Mark:	

Wed.
10/15

Date:	English Classroom	Vocational Skill Classroom
9:00 B 10:20	Instructor: Rebecca 1) Subway: introduce more useful expressions + places of interest How do I get to - - -? Take the —— train. 2) BASE p. 18 - oral practice p. 25 What time do you ——?	Instructor: Chef Mark Lobster Cantonese Style Crab with Black Bean Sauce
10:30 B 11:30	Instructor: David review dish names + ingredients Kitchen Safety expressions up to part 7. Intro. to kitchen Equipment	
11:30 B 12:30	Instructor: Eric drill + practice subway: asking for directions clock time	
12:30 1:30		LUNCH
1:30 2:00	Instructor: David Quiz 1:45 - 2:00	Review: Eric 1:30 2:30
2:00 A 3:20	Instructor: Rebecca more prepositions of place (across from, around the corner from etc.) + vocabulary - post office, laundromat, bank etc. (Side By Side p. 36-37)	David 2:30 2:50
3:30 A+B 5:00	Instructor: Eric 3:00 - 5:00 Special outside activities: 1) reading street signs 2) locating specific places in the neighborhood 3) following directions	3:00/Mark:

Thurs.

10/16

Date:	English Classroom	Vocational Skill Classroom	
9:00 A 10:20	Instructor: Rebecca prepositions of time + place - Clock time BASE 22-25 - talking about daily routine finish T. 5, "At the BANK"	Instructor: Chef Mark Lobster Cantonese Style Crab With Black Bean Sauce	
10:30 A 11:30	Instructor: David review dishes - ingredients "Be Careful In the Kitchen" Cooking Equipment and Utensils		
11:30 A 12:30	Instructor: Eric Aa conversation: banking cooking clock time Anne: Ab Introductions, conversation practice (banking) clock time		
12:30 1:30		LUNCH	
1:30 2:00	Instructor: David Quiz 1:45 - 2:00	Review: Eric David	1:30 2:30 2:30 2:50
2:00 B 3:20	Instructor: Rebecca - BASE p. 22 daily routine + What time do you ...? - Weights + measures - practice Topic 5 "Subway"		
3:30 B 5:00	Instructor: Eric - review dishes, ingredients, Kitchen safety expressions - Subway: How do - get to ~~your house~~ ? Grand Central Station	3:00/Mark:	

: Eric

Weekly plan: 11/2/86-11/6/86

Class A

Sunday 11-2

1) review post office
2) conditiona; tense (What would you do?)
3) continuous tense

Monday 11-3

1) comparisons (have them compare each other, dishes, days, taller than, etc.)
2) review conditional (If you were making Egg Foo Young (eg.), what ingredients would you use.
3) continuous, pass pictures around (What are they doing)
4) review kitchen material/

Tuesday 11-4

1) review comparisons
2) How often
3) review prepositions
4) a/an

Wednesday 11-5

1) review for midterm
   a) to be
   b) negatives and contractions
   c) have/has
   d) Is, am, are, do/does
   e) subway directions
   f) review dishes (have them write them on the board)

Thursday 11-6

1) ask about their families
2) there is/ there are, are there?/is there?
3) time, days, months
4) review dish spellings

A Wednesday, Nov. 5 1986

Review for mid-term

I) to be

1) He __________ a good student.
2) They _________ old friends.
3) We ________ both students.
4) The weather today ________ good.
5) Henry and John _________ brothers.
6) He ______ a business man.
7) Today _______ Wednesday.
8) She and John __________ good students.
9) Rebecca, David, and Eric _________ teachers.
10) You ________ good students.

II) Negative Contractions

1) HE and She are cousins.
2) He is very studious.
3) Both sisters are tall.
4) She is an intelligent girl.
5) The weather is warm today.
6) It is a good movie.
7) She is in the classroom.
8) They are both bad boys.
9) David and Eric are both tall.
10) Kenny is a young man.

III) have, has

1) They _________ a new car.
2) She _______ one sister and two brothers.
3) He and I __________ many things in common.
4) John __________ a new wristwatch.
5) Helen _________ a headache.
6) I ________ brown eyes.
7) He _________ green eyes.
8) We _________ many friends in New York.
9) Jim ________ a new child.
10) Sam _______ a cold.

IV) Is/Are / Do/ Does.

a) Have them ask

V) Ask directions.

VI review dishes.

Eric
Class B

November 1986

Weekly plans : Sunday Nov 2- Thursday Nov. 6

Sunday new words: charge, give, cash, sometimes
prepositions
Bank review
dishes

Monday give quiz on prepositions
finish banking
fill out checks
review question words
Do you like?

Tuesday review for mid-term
question words
self descriptions
talk about family
finding things in the kitchen

Wednesdayis he, are they, etc.
does he, do they, etc.
ordinal numbers
review dishes

Thursday asking directions in the subway
prices
give them menu, ask prices of dishes
money review
I would like

David

Week 6 and Week 7

10/30 and 11/02 Thursday and Sunday (class A & B)

1) Review dishnames and ingredients

   - Almond Jello, Spring Roll, Walnut Cookies, Fried Taro Root Horn

2) CONT: Terms to describe food qualities for class B

3) Tomorrow's dish - Roast Pork Bun, Shu Mai, and Taro Root Shrimp(Ball)

4) CONT: In the kitchen - Giving and taking instructions

   - Sentences for Practice

     1. What's a cleaver used for? It's used for cutting.
     2. I need a cleaver to cut the meat.
     3. You're holding the knife wrong.
     4. You should have used thick sauce instead of thin soy sauce.
     5. You shouldn't have cooked it so much.

Review for A Class midterm

✓ Monday:	classroom expressions greetings - formal & informal
✓ Tuesday:	using a dictionary filling out basic forms a/an
✓ Wednesday:	verb " to be" contractions negatives subway - asking ditections, main pts. of interest questions using Is/Are, Do/Does + other question words
Thursday:	family vocabulary (brother, wife, daughter, etc.) There is, there are his, her, their - See SBS 18, 19. 20. 21 describing people's appearance time - clock time & days, months, yesterday, etc.
Sunday:	money - prices, requesting change, etc. banking supermarket - weights & measures, containers
Monday:	telephone - common expressions using a phone in emergency situations
	post office BASE - up to page 41

Clothing [illegible]

prepositions

present continuous

Week 7 A Class Sun. Nov. 2 pm.

✓ 5 min. 1) Chat about weekend, Jim's new baby (What's his name? How much does he weigh?)

✓ 2) Continue BASE II Post office handout (102-105)

(would = conditional)

条件句 tiáo jiàn jù

- buying stamps
- Sending a package

- Filling out postal forms

✓ 3) Introduce present continuous tense

BASE p.74, 75 (structure practice)

[illegible]

Week 7 A Class Mon. Nov.

0

If you ___ what would you ___.

✓ 1) present continuous

✓ 2) finish filling out postal forms

0 3) comparatives

___ is taller than ___.

spicier
sweeter etc.

How've you doing?
How's ___ going?
How's your ___?

Is ___ noisier than ___?

✓ ↓ Classroom expressions BASE p 11

review: Greetings - Speaking Up At Work Handout - how to greet boss, etc. formally
" " " friend informally

Week 7 A class Tues. Nov. 4 (pm.

15 min ✓ 1) Brief orientation on Election Day

TO elect somebody [illegible] 选举

He was elected president
governor
6 yrs. senator [illegible]
mayor 参议员

7 yrs. cong. rep.
TO vote for sb. 会议 众议[illegible]

* they should be sensitive about asking people whom they're voting for. (I.e. that some people consider that a personal question)

10 min. ✓ 2) Practice How often is a (new) president elected?

do you
watch T.V.
write letters
buy stamps
get a phone bill

go to the supermarket
eat in a restaurant
eat beef etc.

10 min. ✓ 3) Using dictionary modify - 547 monarch

molasses?
Monday
monk
miss

Kitchen - Knock

kiss know
123 kitten kind
knife

continued →

A Tues. 11/4

p. 2

✓4) a / an

Please Give me ___ dollar

Buy ___ egg, onion

write me ___ apple, orange

(tell me) ___ glass of milk

soda

cut iced coffee

slice

✓5) copying, … exercise (10 Steps "Morning")

Start in Class, finish for HW, if no time

✓ BASE p. 39 "Buying Food in a Fast Food Restaurant"

Week 7

A Class

Wed. 11/5 (am)

1) Filling out basic forms

2) Subway (use cards.)

3) Question words

(handout)

4) Dictation

What are you doing after school?
I'm going to my friend's house.
What will you do on Friday? I have
to go to the bank to deposit some money.

I like
How do you like
very much

Disney

Week 7 A Class Thurs. 11/7/86

1) Hand back + go over HW

Review

2) Personal Pronouns his, her, its etc.
See Side By Side p. 18-21

3) Describing people's appearance

4) family vocabulary

5) Clock time. days
months

yesterday. etc.

Review for B Class midterm

✓ Monday: greetings

alphabetizing, using the dictionary

introducing self, others

asking for clarification

✓ Tuesday: simple questions, statements with do/does, is/are

short answers, contractions

negative statements

pronouns (he, she, they, etc.)

filling out simple forms (name, address, phone, S.S.#, age, marital status)

✓ Wednesday: ordinal numbers

adjectives (tall, noisy, old, young, etc.)

kitchen safety expressions

Thursday: subway Titles Mr. Mrs. Miss

money (asking for change, understanding & saying prices)

basic question words (who, what, when, where, how many, etc.)

Sunday: posessives (his, her, etc.)

family relationships (father, wife, daughter, etc.)

clock time, what time do you .....?

Monday: weights and measures

supermarket

(clothing, colors)

prepositions of place

banking: buying money orders

opening accounts

Tuesday: whatever needs final review

Week 7 B Class Sun. Nov. 2 am

✓ 1) Quiz # 3

/ 2) "Cashing a Check" Handout

✓ 3) Writing Checks

4) Go over ✓ Cooking Methods - give examples,
0 Cutting practice pronunciation

O 5) (If time) BASE 35

Week 7 B Class Mon. Nov. 3, 1986 (pm)

✓ I. Hand back quizzes

- go over part 1 (times, prices)
- review West 4th St.
  East 72nd St., etc. (north, south)

✓ II. Announce the midterm

Explain test format

- dictation (sentences, words)
- answer questions asked by teacher
- listening comprehension (teacher says English, students write Chinese)
- given English, students write Chinese
  " Chinese " " English
- translate dishes into English
- write ingredients

III. Review: ✓

Introducing selves: students say 2 or 3 things about themselves

" others: eg. "Rebecca, this is ______. ______, this is Rebecca."

Alphabetizing: given words on blackboard, students put them in order

Using dictionary: explain about guide words on top of each page in a dictionary (give examples on board)

✓ Homework: In addition to reviewing all material from weeks 1 & 2, they are to look up:
sick
find
double
dry
visit and write down definitions in Chinese

✓ IV. Review classroom instruction expressions - particularly those used when asking for clarification

Week 7 ③

Tues. 11/4

1) Questions w. Do / does

Do you like
Does he live
speak
have

(handout)

Is / Are + statements, questions, negative statements
tall expensive, etc.
young
new
easy

Is the ___ in the refrigerator?

2) Contractions, short answers

Is ________ a ____?

+ p 71

3) pronouns

4) filling out forms - write selected words on bd
- review p 11

5) 's : Rebecca's

Week 7 B Class Wed. Nov. 5, (pm)

1) Dictation

1) Nice to meet you
2) ~~[illegible]~~ Is she a student?
No, she's not.
3) Does the #5 train go uptown?
4) No, it doesn't.
(5) (How do I get to Chinatown.

2) Are you working? No, I'm not, I'm a student.
Are you a student? No, I'm not, I'm working.

3) Ordinal #'s. 1st 2nd, etc.

1st grade
1st floor I live on the ____ floor
1st time

4) Kitchen safety - Go over handout

5) adjectives - ~~[illegible]~~ SBS p 26

6) If time, dishes, Intro Subway.

- Week 7 B Class Thurs. Nov. 7 (am)

10 1) review titles Mr. Mrs. Ms Miss. Doctor
(students practice, as if one is boss, the other a worker)

15 2) review - names of coins, a 5 - dollar bill, etc
10
20

- asking for change

A: Excuse me, do you have change for a ____?
B: Yes, here you are
A: Thank you

A: Excuse me, do you have change for a dollar?
B: No, sorry.
A: Thanks anyway (or That's O.K.)

20 min 3) Question words - Who, what, when, where
How many, How much, etc.

a) Have them generate questions, I write on board, they ask each other.

b) Give out homework

(continued)

8 Class 11/7

p.2

9:45 4) review asking for directions in the subway

a) Go over handout "Riding the Subways" Sentence practice

b) Have them locate
uptown Times Sq.
downtown Grand Central
Brooklyn Bridge Flushing
Staten Island, Bronx etc.
on the large map

c) Dialogues read, practice
make substitutions

1) Times Sq. / R train / downtown
Grand Central #5 downtown

etc.

4) Is this train going to Brooklyn
Manhattan
Queens
uptown

Eric

Class A

Sunday, October 12, 1986

I At the Bank. 40 min.

1 a) go through dialogue
  b) have them read the vocabulary
  c) ask them questions off the dialogues
  d) act it out

2 a) How Much/ How Many
  eg. (money, dollars) Children rice, shoes, socks, American, friends
  food, time, seats, watches, coffee, pens

  b) weights and measures review

II Review Pronouns 20 min.
  a) me, I, My
  b) Have them make sentences with these pronouns

你给我
我是老師，我的书.

III Review Prepositions 20 min.
  a) review from BASE
  b) review from pictures
  c) review from walking around the kitchen

IV Review dishes

Eric Sunday 10/12/86

Class B

I Review

1 Do you understand English?
2 Do you understand this word?
3 What does no smoking mean?
4 What does restaurant mean?
5 Do you have a question?

II The subway 40 min

1 Review the dialogue
2 Review "at"
3 What train do you take home?
4 Express/ local

III Review Ingredients for Roast Pork Egg Foo Young, Fried Rice

Eric
Class A

Monday, October 13, 1986

I Review at 10 min.
- a) Where do you study?
- b) Where is your wife?
- c) Where are your children?

II Subway Map 60 min.
- 1 a) Where is Time Square?
  - b) Grand Central Station?
  - c) other New York sights
- 2 a) review uptown downtown eastside westside
  - b) Where is the station on ________ street?

III Matching opposites 20 min.
- a) write list of adjectives on the board
- b) have students compare each other
- c) hand-out

Eric
Class B

Monday, 10/13/86

I Review 5 min.

A) Where do you study?
B) Where is your wife?
c) Where are your children?
D) What train do you take home?

II Subway map 35 min.

a) East side/ West side

Is China institute/ Eastside
Chinatown uptown?
Harlem downtown
City Hall midtown
Time Square midtown?
Grand Central Station uptown?

b) Where is Harlem, China-town, Central Park,

c) Find the _____ station on ______ street

AA on 45th 2 on 125th 6 on 77th, cc on 23rd AA on 34, B on 23
6 on 33rd, 1 on 103rd, D on 125, cc on 72nd

III Matching opposites 20

Go over opposites on sheet
2) Ask students about each other, their children
3) Handout the sheet, have them complete it and hand it back

IV Weights and measures 30 min. after lunch in kitchen

Eric
Class A

Tuesday, 10/14/86

I Review

a) Where are you from?
b) What are you? Are you a ___________?
c) Where is China Institute?
d) How do you get home?
e) Where is the subway?
f) Excuse me, where is the subway?
g) How much is that? Have them ask each other and answer.
h) Who's __________ is this? Is it your ______?
i) Who, what, when, where how. Ask them questions, have them ask each other.
j) Do you have a _________?
k) How do you get to_________?
l) What street do you live on?
m) How old are you?

II ordinal numbers dictation

III answer all questions they may have

David

Week 4

10/12-10/13 Sunday and Monday (class A & B)

20 min. 1) Review dish names and ingredients

- Sweet and Sour pork, Butterfly shrimp
- Ingredients up to the six dish

20 min. 2) Tomorrow's dish - Beef with Broccoli and Fantail Shrimp

- What will you cook on Tuesday?
- What is the difference between Butterfly Shrimp and Fantail Shrimp?
- Use flashcards

20 min. 3) CONT: Kitchen Safety Expressions

- Part seven for class A
- Part five for class B

Rebecca

Week 4 B Class Sun. Oct. 12 (pm.)

1. Quiz #2

2. Introduce Topic 5, "The Subway"

- at (at school, at home, at 59th Street)
- express (for trains, buses, etc.)
  local

  vs. fast & slow (She speaks too fast.)
  walks

- oral practice: #4 train
  5
  6 etc.

  B train
  D
  F
  A etc.

- Sentence patterns:

  Where is the _______ train? ——號車在哪里?

  Take the _____ train. 乘——號車

Ask: What train do you take (to go home?)

They answer: I take the _____ train. 我坐——号车(回家)

3. Intro to subway map: uptown
downtown
midtown Where is Chinatown? It's __________.
42nd St.
Grand Central

Do you have a subway map? (teach them to say "Subway map, please.")

HW: They must all bring their own maps tomorrow.

Rebecca

4. Match these words with their opposites

请用线将反义词
连接起来.

10

42

big	short
tall	full
expensive	married
single	cheap
hungry	small

5. Match these words

请用线将相应的
中文词汇连接起来

20

4.2

birth date	職業
signature	性
sex	签名
Alien Registration No.	出生日
occupation	绿卡号码

SEASONINGS: (a case, a box, a can, a bottle, a jar, a pack)
調味品： 箱 盒 罐 瓶 罐瓶 包

dark/light soy sauce	黑/白醬油 (老/生抽)
soy sauce "Golden Label"	金標醬油
bean sauce	廣東原豉醬
black bean sauce	豆豉汁(鹹)
ground bean sauce	磨原豉醬
barbecue sauce	烤肉醬
hoisin sauce	海鮮醬
oyster sauce	蠔油
chili paste/sauce	辣椒醬
hot pepper sauce	辣椒醬
chili oil	辣油
sesame paste/sauce	芝蔴醬
peanut butter	花生醬
salt	鹽
sugar	糖
cooking wine/sherry	料酒
black/white vinegar	黑/白醋
MSG (Monosodium Glutamate)	味精
food coloring	食用色素
spice powder	五香粉
various spices	各式香料
star anise	八角
peppercorns	花椒
black/white pepper	黑/白胡椒
curry	咖哩
mustard	芥末,芥子醬
tangerine/orange peel (dried)	陳皮
lard	豬油
vegetable oil	植物油
salad oil	沙拉油(沙津油)
corn oil	玉米油
soy bean oil	豆油
peanut oil	花生油

SPECIAL INGREDIENTS:

shark's fin	魚翅
bird's nest	燕窩
sea cucumber	海參
salted jelly fish	海蜇皮
dried shrimp	蝦米
dried scallops	干貝(乾的)
black mushrooms (Chinese mushrooms)	香菇,冬菇
straw mushrooms	草菇
button mushrooms	圓形洋菇粒
tree ears	木耳
cloud ears	雲耳
tiger lily buds (dried)	金針
lotus seeds	蓮子
red dates	紅棗
pickled Szechuan cabbage	四川榨菜
preserved eggs (thousand year eggs)	皮蛋
rice sticks	米粉
Chinese vermicelli (cellophane noodle)	粉絲
hard/soft bean curd (Tofu)	老/嫩豆腐
dried bean curd	豆(腐)干
water chestnuts	馬蹄,荸薺
lotus roots	蓮藕

OTHERS:

eggs	蛋
flour	麵粉
tapioca starch	太白粉(菱粉)
corn starch	玉米粉
cracker meal	餅乾粉
bread crumbs	麵包粉
baking powder	發粉
baking soda	蘇打粉
egg noodles	蛋麵
eggroll mix/stuffing	春卷碼
eggroll skins/wrappers	春卷皮
eggroll skins-Shanghai Style	上海春卷(皮)
wonton skins/wrappers	雲吞皮
wheat starch	澄粉

COOKING METHODS

to barbecue	烤(戶外)
to stir fry (to sauté)	炒
to deep fry	炸
to steam	蒸
to pan fry	煎
to stuff	釀,填
to stew	燉
to bake	烤
to roast	烤
to broil	火燒
to simmer	燜

CUTTING METHODS

to slice	切片
to strip	切條
to shred	切絲
to dice	切丁,切粒
to chop	斬,剁
to grind	磨,磨碎

RELATED TERMS

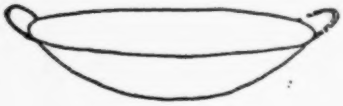
to wrap	包
to boil	煮
to marinate	醃
to stir	攪拌
to mix	混合,拌

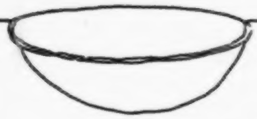
SOME TERMS TO DESCRIBE FOOD QUALITIES

fresh		新鮮的
crisp		脆的
tender		嫩的
raw (uncooked)		生(的)
of meats	rare	煮/烤的差不多生的
	medium rare	煮/烤的差不多半熟
	medium	煮/烤的半熟
	medium well	煮/烤的半全熟
	well done	煮/烤的全熟
spicy		味濃的
hot		熱,辣
mild		淡的
sour		酸的
sweet		甜的
salty		鹹的
golden brown		金黃(色)
rich		濃膩的
pungent		刺激性的,刺鼻的
greasy/oily		油膩的
soggy		濡濕的
tasty		味美(的),可口(的)
delicious		美味(的)

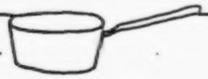
Kitchen Utensils

(WOK)

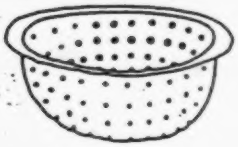




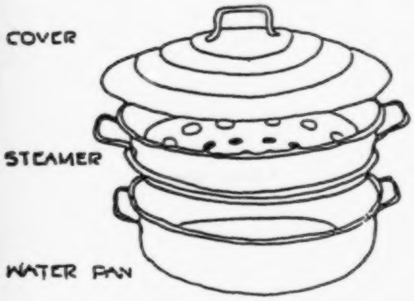
BOWL

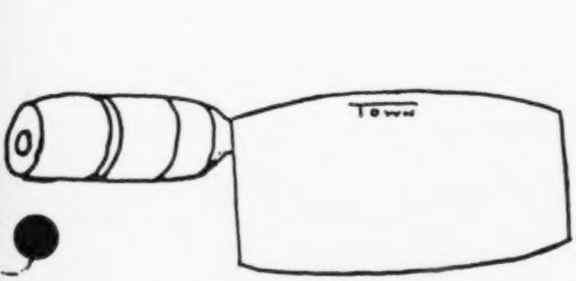


SAUCEPAN

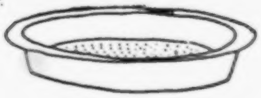


COLANDER

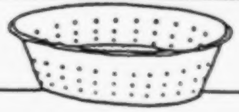

COVER
STEAMER
WATER PAN



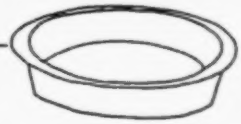
Cleaver



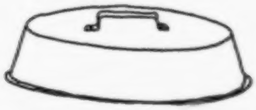
STRAINER · SHALLOW



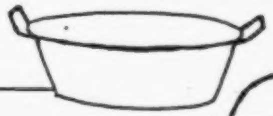
STRAINER · DEEP



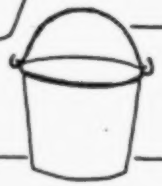
LOBSTER PAN



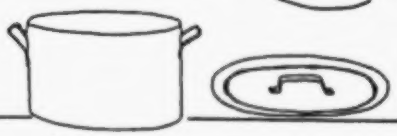
CHINESE FRY PAN COVER
WITH HANDLE



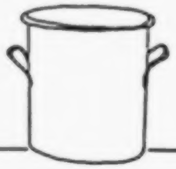
DISH PAN



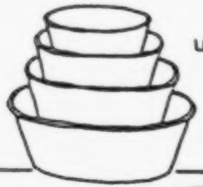
UTILITY PAIL
HEAVY DUTY



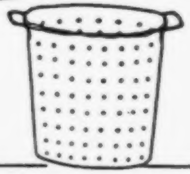
RICE
POT



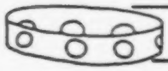
STOCK POT



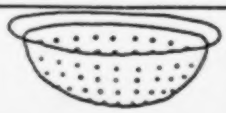
UTILITY PAN



FOOD STORAGE
CONTAINER



WOK RING



BOWL
STRAINER

(A)

TOPIC ONE MEETING PEOPLE

Tom:	Good morning. How are you?	Tom:	早，你好啊！
Chan:	Fine, thank you. ...And you?	Chan:	好，謝々(你)。你呢
T:	Fine, thanks. My name is Tom. What's your name?	Tom:	好，謝々。我叫 Tom。 (請問)你叫什麼名字
C:	My name is Chan. I'm new here.	Chan:	我叫振，我剛来。
T:	Nice to meet you, Chan.	Tom:	振，幸會。(是新來的
C:	Would you say that again, please? My English is very bad.	Chan:	請你再說一次好嗎？ 我的英文很糟。
T:	Nice to meet you.	Tom:	幸會。
C:	Oh! Nice to meet you, too.	Chan:	噢！幸會，幸會.
T:	Are you a student?	Tom:	你是(一個)學生嗎？
C:	Yes, I am.	Chan:	是，(我是.)
T:	Where?	Tom:	那裡(的學生)？
C:	China Institute.	Chan:	華美協進社.
T:	Where's that?	Tom:	(華美協進社)在那裡
C:	125 East 65th Street.	Chan:	東六十五街，一百二十五号
T:	Well, see you.	Tom:	好吧，再見.
C:	Good-bye.	Chan:	再見.

10. Make a sentence with ____________.	用 ______ 造個句子.
this word	用這個字造個句子.
it	它
Use ________ in a sentence.	把 ______ 用在一個句子裡.
11. How do you say ________ in English?	__________ 英文怎麼說?
How do you spell that word?	那個字怎麼拼?
pronounce	發音
use	用
12. Open your book	打開書, 翻開書.
Close	合上.
Turn to page ________.	翻到 ____ 頁.

Classroom vocabulary

topic	題目	to study	求學, 研究
lesson	課	to learn	學, 學習
exercise	練習		
handout	說明, 講義		
line	行, 排		
homework	家課, 功課		
test	考試, 測驗		
quiz	小考, 小測驗		
right	對的		
wrong	錯的		
next	下一次, 下一個		
one at a time	一個一個來, 一件一件辦, 每次一個		
teacher	教師		
student	學生		

(A)

(Topic one- page 2)

Sentence Patterns

You are a student.	你是一個學生.
Are you a student?	你是一個學生嗎?
What are you?	你(是)做什麼的?
Where are you?	你在那裡?
How are you?	你好嗎?

Useful Expressions

Good morning	早.早安。
Thank you Thanks	謝謝你,謝々。
Nice to meet you	幸會
See you	再見
Good-bye Bye-bye	再見
Would you ------------, please? Would you say that again, please?	請你...... 請你再說一次,好嗎?
I'm new here.	我剛來。 (我是新來的。)

Today's special

Roast Pork Fried Rice	叉燒炒飯
Egg Drop Soup	蛋花湯

Vocabulary List: Topic One

Good morning.	早安.
How are you?	你好嗎?
Fine.	好.
Thank-you.	謝謝.
new	新
here	這裏
nice	好
Nice to meet you.	幸會
meet	遇見
Oh.	噢
too	又.也.
Where?	那裏?
China Institute	華美協進社
that	那
Where is that?	在那兒?
East	東
65th	第六十五
street	街
Well	好
see	看
See you.	再見.
Good-bye.	再見.

Supplementary Topic 1: Classroom Instruction Expressions

1. Do you understand?	你懂嗎？你明白嗎？
Do you understand me?	你明白我(的意思)嗎？
the question?	這問題
this word?	這個字
what I want you to do?	我要你做什麼
2. Yes, I do.	是的.(我明白.)
No, I don't.	不.(我不明白.)
3. Yes, I understand.	是的.我明白.
No, I don't understand.	不.我不明白.
4. Do You have a question (to ask)?	你有問題(要問)嗎？
Does anyone have questions?	有人有問題嗎？
Are there (any) questions?	有(任何)問題嗎？
5. I have a question.	我有個問題.
May / Can I ask a question?	我可以問個問題嗎？
6. What does that word / that / it mean?	那個字什麼意思？
7. It means ________________.	它的意思是 ____________.
8. (Would you) please speak slowly. (?)	請(你)說慢點兒.(?)
say it again	再說(一次)
repeat it	重複(一次),再說或再做一次.
explain it	解釋.
explain it again	再解釋(一次)
write it (on the blackboard)	寫(在黑板上)
9. (Please) listen (to me).	(請)聽(我說).
listen carefully	tzǔ hsì 仔細的聽.
say it after me	跟着我說.
repeat after me	跟着我說(照我說的或做的重複)
read after me	跟着我唸
be quiet	安靜
write it down (on the paper)	寫下來(在紙上)
answer the question	回答問題

TOPIC TWO THE SUBWAY

Chan: Excuse me, where is the subway?	C: 請問,那裡有地下車?
Policeman: 68th Street and Lexington Avenue.	P: 第六十八街和Lex.大道交义口.
Chan: Is that the number 5 express train?	C: 那是五號快車嗎?
Policeman: No,it's not. It's the number 6 local train.	P: 不是,是六號慢車.
Chan: I'm sorry. I don't understand. Please speak slowly.	C: 對不起.我沒聽懂,請你說慢一點.
Policeman: The number 6 is a local train. It makes all stops.	P: 六號車是慢車,所有的站都停.
Chan: Oh, I see.	C: 噢!我明白了.
Policeman: Do you have a token?	P: 你有地下車銅板嗎?
Chan: No, I don't. How much is a token?	C: 沒有,多少錢一個.
Policeman: It's a-dollar. Are you new here?	P. ~~一塊錢~~一個.你是新來的嗎?
Chan: Yes, I am. I'm a student.	C: 是,我是學生.
Policeman: Where?	P: 那裡的(學生)?
Chan: China Institute.	C: 華美協進社.
(At the subway token booth)	地下車售票處
Chan: Two tokens, please.	C: 請給我兩個銅板.
Clerk: Excuse me, how many?	Clerk: 對不起,幾個?
Chan: Two, please. Where is the downtown train?	C: 兩個.往下城走的地下車在那裡?
Clerk: Look, it's over there.	Clerk: 瞧!就在那兒.
Chan: Thank you.	C: 謝謝.

New words

		policeman	警員		
subway	地下車	make	做;製造	not (adv.)	不;未
avenue (ave.)	大道	all	所有的		
that	那 (那個)	stop	停下来	a dollar	一塊錢
number (#, no.)	號	see	看見;明白	in	在
train	地下車(火車)	token	銅板	booth	售票處(亭)
express train	快車	no	不是	clerk	文員 (地下車售票員)
local train	慢車	do	做;工作	downtown	下城(區)

Sentence Patterns

You have a token.	你有(一個)地下車銅板.
You don't have a token.	你沒有(一個)地下車銅板.
Do you have a token?	你有(一個)地下車銅板嗎?

Useful Expressions

Excuse me	打攪了, 對不起, 請原諒
I'm sorry	對不起
I don't understand	我不懂
Please speak slowly	請說慢一點
Make a stop	停一下
Makes all stops	所有的站都停
I see	我明白了
How much	多少(錢或不能數的)
How many	多少(能數的)
Look	瞧,看

Listen	聽着

Money

$1.00 (One dollar) = 100¢ (one hundred cents)

5¢ = 1 nickel

10¢ = 1 dime

25¢ = 1 quarter

20 nickels = $1.00

10 dimes = $1.00

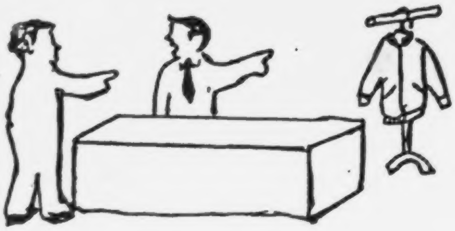
4 quarters = $1.00

How much?

How much is it?	多少錢？
How much is this? How much is that?	這是多少錢？那是多少錢？
How much are these?/those?	這些是多少錢？那些是多少錢？
This is $2.50. That is $5.75.	這是二元五毛。那是五元七毛五分
These are $7.50. Those are $8.75.	這些是七元五毛。那些是八元七毛五分。

How much is this? 多少錢？

$10.99. 十元九毛九分。



Today's Special

Roast Pork Fried Rice	叉燒炒飯
Egg Drop Soup	蛋花湯

Riding the Subways - Sentence Practice

1. How can I get to Chinatown?
do
59th Street and Lexington Avenue?
Times Square?
Grand Central?

我到唐人街如何
去法?

2. Take the Number 6 train downtown.
#4 uptown.
B train to West 4th Street.
N to Canal Street
local to Twenty-third Street.
express to 14th Street.

搭往下城的六
號車.

3. Which train is the express?
local?

那班/線/輛火車
是快車?

4. What stop do I get off?
Where

我在那站下車?

5. (Get off at) Canal Street.
the next stop.
the last stop.

(在)堅尼路(下車).

6. Does this train stop at Thirty-third Street?
the #5 at Grand Central?
the RR here?

這火車在三十三街
停嗎?

7. Does this train go to Chinatown?
the #1 the World Trade Center.
the RR Queens?

這火車到唐人街去
嗎?

8. Yes, it does.
No, it doesn't.

是的
不是的

9. Is this train going uptown?
downtown?
to Brooklyn?

這火車往上城開嗎

10. Change to the shuttle at Grand Central.
Transfer express 42nd Street.
local the next stop.
#4
RR

在中央車站換短
往來的

11. May I have a subway map, please?

可以請你給我一
張地下車線圖
嗎?

Riding the Subways - Dialogues

1. At the change booth in the 68th Street subway station:

A: (Buying tokens) Two please...... How can I get to Chinatown?

B: Take the #6 downtown.

A: Where do I get off?

B: Canal Street

A: Thank you.

2. At a change booth in a subway station:

A: May I have a subway map, please?

B: Yes. Here you are.

A: Thank you.

3. At the 68th Street subway station:

A: Excuse me, does the #4 stop here?

B: No. Take the #6 and change at 59th Street.

A: Thank you.

4. At a subway station. A train enters the station:

A: Is this train going uptown?

B: Yes, it is.

A: Thank you.

5. At a subway station. A train enters the station:

A: Excuse me, does this train stop at Thirty-third Street?

B: No, take the local across the platform.

A: Thank you.

Riding the Subways - New York City Subway Map - Vocabulary

紐約市地下車路線圖 - 生字

Nouns and Noun Phrases 名詞及名詞片語

route	路線
local station	慢車站
express station	快車站
terminal station	終點站
transfer station	換車車站
LIRR - Long Island Railroad	長島鐵路公司
Con Rail - Consolidated Rail Corporation	合併鐵路公司
PATH- Port Authority Trans-Hudson	新澤西及紐約市之間的一家鐵路公司
Lost Property Office	失物招領處
additional service	加添的班次
through service	直達的班次
connecting service	要換車的班次

Time Phrases

all times	所有的時間
rush hours (only)	(只有)星期一至星期五約上午6:30至9:30，下午4:00至7:00.
off hours	星期一至星期五約晚上8:00至上午6:00 及星期六.星期日兩天全天
normal hours	星期一至星期五約上午6:00至晚上8:00
12 - 6 midnight hours	半夜12:00至上午6:00
weekdays	週日
weekends	週末
holidays	假日
late nights	約晚上10:30至上午6:15
mid-day	約正午12:00至下午3:0

Verbs and Verb Phrases 動詞及動詞片語

skip	跳過遺漏
skip stop....	越...站不停
run(ning) local / express	開慢車
extend	延長,伸出,施(原形)
extended	" (過去式及過去分詞)

Prepositions 介系詞

between	在....之間
except	除了....之外

Riding the Subways - Vocabulary 搭地下車 - 生字

Verbs and Verb Phrases 動詞及動詞片語

get to	到
take	取, 搭(車, 船等)
tell	告訴
get off	下車
stop	停
go	去
change	換
transfer	換, 轉換
buy	買
enter	進入
ride	乘(車), 騎(馬)

Nouns and Noun Phrases 名詞及名詞片語

subway	地下車
station	車站
change	零錢
booth	小攤棚, 小亭, 哨崗, 展館內的小間隔
change booth	地下車代用幣售賣亭
local	慢車
express (Exp.)	快車
train	火車
stop	車站
map	地圖
platform	月台
stadium	運動場
token	代用幣
shuttle	梭, 短程的往返火車, 汽車等
street (St.)	街
avenue (Ave.)	大道
boulevard (Blvd.)	林蔭大道
Square (Sq.)	廣場, 方場

Adjectives 形容詞

uptown	上城的
downtown	下城的
next	下一個的
last	最後的
local	慢車
express	快車

Adverbs 副詞

uptown	往上城
downtown	往下城
here	這兒
how	如何

Prepositions and Prepositional Phrases 介系詞及介系詞片語

across	越過, 在…對面, 交叉
across the platform	在月台對面
to	到
from	從

(A)

Supplementary Topic 2: Kitchen Safety Expressions

1. Be careful!	小心！
Look out!	小心！
Watch out!	小心！
2. Be careful not to cut yourself.	小心，別割到自己，別切到自己.
burn yourself.	燙
hurt yourself.	傷
drop the dish.	小心，別把盤子掉了.
break it.	它打破了.
burn the meat.	肉燒焦(煳)了.
overcook it.	它煮得過火了(太老了).
3. Be very careful when you are using a knife.	你用刀時要很小心.
when you are working in the kitchen.	你在廚房工作時要很小心.
while you are deep frying food.	你在油炸食物時 〃 〃
4. Don't cut yourself.	別割到自己，別切到自己.
drop it!	別掉了！
touch it!	別碰(它)！
do that!	別做那(件事)！
hold the cleaver that way! It's dangerous.	別那樣拿刀，危險.
touch the oven. It's hot.	別碰烤箱，(烤箱)燙.
use that knife. It's not sharp.	別用那把刀(那刀)不利(快)
stand there. You're in the way.	別站在那兒，你擋着路了.
burn yourself on the stove.	別讓爐子燙到你自己.
5. Never drop water into hot oil.	決不能把水滴到熱油裡.
smoke while you are making dishes.	做菜時決不能(要)吸煙.
walk around with a sharp knife in your hand.	決不拿着利刀到處走動.

(A)

6. Be sure to use the cleaver carefully when you cut the meat. (你)切肉時,一定要小心的用刀.

turn off the stove before you leave. (你)(離開)走前,一定要關掉爐子

rinse the wok when you're finished. (你)做完(好),一定要沖洗鍋

lock the door when you leave. (你)(走)離開時,一定要鎖門.

7. Get out of the way! 走開!讓開!

Move! You're in the way. 走開!你擋着路了.

8. (You should) use the cleaver carefully. (你應該)小心的用刀.

hold the heavy pot 拿着大(重)鍋.

cut the meat 仔細的切肉.

chop the vegetable 仔細的切菜.

slice the carrot 細心的片胡蘿蔔.

Topic Three: At the Bus Stop

Mr. Lee wants to go downtown. What bus does he take? Where does he get it?	李先生要到下城去.他坐什麼公共汽車呢?他到那裡去坐車呢?
Lee: Excuse me. Where is the bus stop?	L: 請問公共汽車站在那裡?
Policeman: Which one? Where do you want to go?	P: 幾(那)號的?你想到那裡去?
L: I want to go downtown to 23rd Street on the Lexington Avenue bus.	L: 我想坐 Lexington 大道往下城的公共汽車到二十三街去.
P: Why don't you take the subway.	P: 為什麼你不坐地下車呢?
L: I don't want to take the subway. From the bus I can see the stores.	L: 我不想坐地下車.從公共汽車(上)我可以看見(沿途)商店.
P: You can get on the bus at the corner of Lexington Ave. and 63rd Street. This isn't the only stop. There are stops at every other corner. Look for the signs.	P: 你可以在 Lexington 大道和六十三街街角處上車.這不是唯一的站.每隔一條街的轉角處都有一個站.留意看那些站牌.
L: Look. Here is the bus now. Is that my bus?	L: 瞧,現在有一輛公共汽車(来了).那輛是我(該坐)的車嗎?
P: Yes, it's your bus. Hurry and get on.	P: 是,是你(該坐)的車.趕快上車吧.
(On the bus)	在公共汽車上
L: How much is the fare?	L: (請問)車費是多少?
Driver: One dollar or a token.	D: 一塊錢或一個地下車銅板
L: Here's a dollar.	L: 這是一塊錢
D: No. You need a dollar in change.	D: 不行,你得用一塊錢的零錢.
L: I don't understand. Would you say that again please?	L: 我不懂.請你再說一次好嗎?
D: You have to give me one dollar in change or a token. We don't take bills.	D: 你一定要給我一塊錢硬幣或一個地下車銅板,我們不收紙幣.
L: Okay, here's a token. I want to get off at 23rd Street. Would you please tell me when to get off?	L: 好,這是一個地下車銅板.我要在第二十三街下車.請你告訴我什麼時候下車好嗎?
D: Sure, okay.	D: 好的.一定.
L: Thanks a lot.	L: 多謝.
D: You're welcome.	D: 不要客氣.

New Words

to go
to tell
to get on
to get off
can
to look for
to hurry
to have to
to carry

bus
bus stop
store
corner
signs
fare
which?
why?
when
at

only
every
other
every other
exact
change

sure
okay (O.K.)
a lot

Useful Expressions

take the subway	I take the subway to school.	
take the bus	He takes the bus to work every day.	
get on the bus	Where do I get on the bus?	
get on the subway	Hurry. Get on the subway.	
get off the bus	I get off the bus at 65th Street	
get off the subway		
Hurry.		
Hurry up.		
Here's....	1.Here's a token.	2. Here's your book .
Thanks a lot.		
Please tell me when...	1.Please tell me when to get off. 2.Please tell me when it is lunch time. 3.Please tell me when we get there.	

Review Exercises

To Be

Are you a student?	Is he there?
I am a student.	Yes, he is there.
I am not a student.	No, he is not there.

Do Verbs

Do you have many American friends?	Does he want to eat lunch?
Yes, I do. Yes, I have many American friends.	Yes, he does. Yes, he wants to eat lunch.
No, I don't. No, I don't have many American friends.	No, he doesn't. No, he doesn't want to eat lunch.

Question Words

Where...?	Where do you live?	Where is he now?
When...?	When do you get up every morning?	
What...?	What is your name?	
Which...?	Which one of the children is your son?	
	Which one do you want?	
How...?	How are you?	
	How old are you?	
	How do you say ______ in English?	
Why...?	Why do you want to learn English?	
	Why do you have my book?	

To have vs. There is/There are

I have three sisters.
There are three girls in my family.

He has a house.
There is a house on the corner.

I have three books.
There are three books on the table.

Today's Special

Cantonese Chow Mein   Barbecued Spare Ribs

Roast Pork Lomein

Topic Three: At the Bus Stop

Mr. Lee wants to go downtown. What bus does he take? Where does he get it?	李先生要到下城去. 他坐什麼公共汽車呢? 他到那裡去坐車呢?
Lee: Excuse me. Where is the bus stop?	L: 請問公共汽車站在那裡?
Policeman: Which one? Where do you want to go?	P: 幾(那)號的? 你想到那裡去?
L: I want to go downtown to 23rd Street on the Lexington Avenue bus.	L: 我想坐 lexington 大道往下城的公共汽車到二十三街去.
P: Why don't you take the subway.	P: 為什麼你不坐地下車呢?
L: I don't want to take the subway. From the bus I can see the stores.	L: 我不想坐地下車. 從公共汽車(上)我可以看見(沿途)商店.
P: You can get on the bus at the corner of Lexington Ave. and 63rd Street. This isn't the only stop. There are stops at every other corner. Look for the signs.	P: 你可以在 lexington 大道和六十三街街角處上車. 這不是唯一的站. 每隔一條街的轉角處都有一個站. 留意看那些站牌.
L: Look. Here is the bus now. Is that my bus?	L: 瞧, 現在有一輛公共汽車(来了). 那輛是我(該坐)的車嗎?
P: Yes, it's your bus. Hurry and get on.	P: 是, 是你(該坐)的車. 趕快上車吧.
(On the bus)	在公共汽車上
L: How much is the fare?	L: (請問)車費是多少?
Driver: cents or a token.	D: 或一個地下車銅板
L: Here's a dollar.	L: 這是一塊錢
D: No. You need exact change.	D: 不行, 你得有剛好的零錢
L: I don't understand. Would you say that again please?	L: 我不懂. 請你再說一次好嗎?
D: You have to give me cents or a token. We don't carry change.	D: 你一定要給我 或一個地下車銅板, 我們是不帶零錢的.
L: Okay, here's a token. I want to get off at 23rd Street. Would you please tell me when to get off?	L: 好, 這是一個地下車銅板. 我要在第二十三街下車. 請你告訴我什麼時候下車好嗎?
D: Sure, okay.	D: 好的. 一定.
L: Thanks a lot.	L: 多謝.
D: You're welcome.	D: 不要客氣.

Topic Four: Be Careful in the Kitchen 在廚房裡要小心

Teacher:	Come here. Hand me the cleaver.	来，把菜刀遞給我.
Student:	You mean this knife?	你是指這把刀子？
Teacher:	It's not a knife. It's a cleaver. Be careful not to cut yourself.	這不是(小)刀子. 是菜刀. 小心不要割傷你自己.
Student:	O.K.	好.
Teacher:	This is how you hold the cleaver. Don't drop it. It's heavy.	你要這樣握住菜刀. 不要掉了. 這菜刀很重.
Student:	I know. I know.	我知道.
Teacher:	Now, give me some vegetable oil.	現在. 給我一些菜油.
Student:	Is this what you want?	這是你要的嗎？
Teacher:	Yes. That's it. Now turn the stove on and heat up the wok.	对. 就是那個. 現在. 開爐火. 把鍋烧热，.
Student:	What do I do now?	現在我(該)做什么呢？
Teacher:	Next, pour some oil into the wok.	下一步. 倒些油入鍋内.
Student:	Is this enough?	這樣夠了嗎？
Teacher:	O.K. O.K. That's too much.	好了. 好了. (那)太多了.
Student:	Is the fire too high?	火是不是太旺了？
Teacher:	No. You need a very hot wok to cook Chinese food. Don't forget that.	不會. 煮中國菜(食物)需要很热的鍋. 別忘記這点.
Student:	Can I put the vegetables in the wok now?	現在我可以把菜放入鍋内了嗎？
Teacher:	Yes, but be careful not to drop water into the hot oil. It will splash you and burn you.	好. 但小心. 不要把水滴到热油裡. (那樣的話)油就會濺出来. 烫傷你.
Student:	Ouch.	哎喲.
Teacher:	I told you to be careful. Don't you understand English?	我告訴过你要小心. 你听不懂英語嗎？
Student:	Sorry, I forgot.	对不起. 我忘了.
Teacher:	O.K. Let me do it. You stand over there.	好了. 讓我来(做) 你站过那边去.
Student:	I'll be more careful next time.	下次我會小心.
Teacher:	I'm not sure there will be a next time.	我都不知道(不確定)會不會有下一次.

(Topic four - page 2)

New words

kitchen
to make
to cook
ingredient
seasoning
to tell
flank steak
green peppers

onions
salt
sugar
light soy sauce
dark soy sauce
cooking wine
cornstarch
baking soda
dash

MSG
correct
to tell
to cut
to wash
vegetables
to talk
about
again

Sentence patterns

to make	做
to make dishes	做菜
He makes dishes in the kitchen.	他在廚房做菜.
What does he do in the kitchen?	他在廚房做什麼?
He makes dishes in the kitchen.	他在廚房做菜?
He is making shrimp toast in the kitchen.	他正在廚房做蝦多士.
(What is he making in the kitchen?)	
What is he making in the kitchen?	他正在廚房做什麼?

Useful expressions

tell me	(請)告訴我	to talk about cooking	談到做飯(烹飪)
very good	很好	please repeat after me	請跟着我說
to be going to	會,將,將會		

Today's Special

Pepper Steak With Onions	青椒牛
Shrimp Toast	蝦多士

(A)

See lessons 5, 12 and 13
and pages 33 (A) and 37 in the book

TOPIC FIVE AT THE BANK

Manager: Good afternoon. May I help you?	M: 午安，有什麼事我能帮忙的嗎？
Lee: Good afternoon. I would like to open an account.	L: 午安，我想開一個户頭.
M: Do you want to open a savings account?	M: 您想開一個儲蓄户頭嗎？
L: No, I don't. I want to open a checking account.	L: 不是，(我不想). 我想開一個支票户頭.
M: All right. I want to ask you a few questions. Is this a joint account?	M: 好的. 我想請問您幾個問題……是共同户頭嗎？
L: Yes,it is.	L: 是的.
M: What is your full name?	M: 您的全名是(什麼)？
L: My first name is Wei-ming and my last name is Lee.	L: 我姓李叫維明.
M: What is your wife's name, Mr. Lee?	M: 您太太叫什麼(名字)？
L: Her first name is Mei-hua and her last name is Yang.	L: 她姓楊叫美華.
M: What is your address?	M: 您的地址是(什麼)？
L: I live at 12 West 4th St., Apt. 2B, New York City, 10029.	L: 我住在紐約市西四街十二號2B房.郵區號碼是10029
M: And your Social Security Number?	M: 您的社會安全卡(工卡)號碼是(什麼)？
L: It's 987-65-4321.	L: 是987-65-4321
M: How much money do you want to deposit?	M: 您想存多少錢？
L: $50 cash and a check for $1075.	L: 五十元現金和一張一千零七十五元的支票.
M: Fifty dollars in cash: One twenty, two tens, one five, four ones, three quarters, one dime, two nickels and five pennies...yes, that's right! And a check for $1075. Wait! You forgot to endorse the check.	M: 五十元現金：一張廿元的，兩張十元的，一張五元的，四張一元的，三個兩毛五的，一個一毛的，兩個五分的和五個一分的……對了！還有一張一千零七十五元的支票. 等等！您忘了在支票後面背書.

L: "Endorse"? What does "to endorse", mean?	L: "背書"? "背書"是什麼意思?
M: It means "to sign your name on the back of the check".	M: 意思是把您名字簽在支票後面.
L: I see. Thank you. Let me endorse the check right now.	L: 我明白了. 謝謝你. 我立刻就在支票(後面)背書.
M: Good. Now I think everything is OK. Your new account number is 0637492. Here is your new bankbook. Please don't lose it.	M: 好的. 我想現在沒什麼問題了. 您的新戶頭號碼是0637492. 這是您的新存款簿. 請別丟了.
L: Don't worry.	L: 不用躭心.
M: Do you want a banking card?	M: 您要一張銀行卡嗎?
L: What is a banking card?	L: 銀行卡是什麼?
M: It's a card. You can use it as an ID (identification) card.	M: 是一張卡, 您可以當身份証明卡用.
L: In that case, yes, I want it.	L: 要是這樣的話, 我想要一張.
M: Here you are.	M: 這是您要的.
L: Thank you. Oh, I also need a money order for 25 dollars.	L: 謝謝你. 噢, 我還要一張廿五元的滙票.
M: Alright. Please sign here.	M: 好的. 請在這裡簽名.
L: Thank you very much.	L: 多謝, 多謝.

New words

manager
bank
account
savings
checking
to ask
a few

question
joint
full name
first name
last name
wife
address

west
apartment
city
Social Security Number
money
to deposit
cash

check
thousand
to endorse
to mean
to sign

back
OK (okay)
bankbook
to lose
to worry

banking card
ID card
money order

Sentence patterns

How much money do you want to deposit?	您想存多少錢?
How many dishes do you want to make?	您想要做幾個菜?
How many cups of tea do you want?	您想要幾杯茶?
How many days do you want to take off?	您要請幾天假?

Useful expressions

Good afternoon	午安,您好
May I help you?	我能幫您什麼忙嗎?
I would like to...	我想(要).....
I would like to ask you a question.	我想請問您一個問題.
I would like to pay you back next week.	我希望下個星期才還您.
All right (alright)	好,好的,行
What does ____________ mean?	________是什麼意思?
Right now	立刻,現在,就這一會兒
Don't worry	別躭心
In that case	要是這樣的話
Here you are	

Today's Special

Roast Pork	义燒	Roast Pork Lo Mein	义燒撈麵
Roast Pork Chop Suey	义燒雜(什)碎	Butterfly Shrimp	蝴蝶蝦
Egg Roll	春捲	Moo Goo Gai Pan	磨菇雞片
Fung Wong Gai	鳳凰雞	Beef Ming Young	炒綿羊
Chicken Almonds Ding	杏仁雞丁		

in the book

TOPIC SIX THE POST OFFICE

Student: Hi, how are you today?	S: 嗨!你今天好嗎?
Friend: I don't feel very well. It's too cold today!	F: 我覺得不太舒服.今天太冷了.
S: Yes, it's freezing. Why are you going out?	S: 是啊!冷得都要凍冰了.你為什麼(還)要出門呢?
F: I am going to the Post Office. I have to mail this letter today.	F: 我正要去郵局.(我)今天一定得把這封信寄了.
S: I want to buy some stamps and aerogrammes, too. Let's go together.	S: 我也想.買些郵票和郵簡.我們一塊兒去吧!
F: Let's take the bus. I don't want to walk there.	F: 我們(還是)坐公共汽車去吧!我不想走着去.
S: Do you have a dollar?	S: 你有 $1.00 錢嗎?
F: No, but I have a token.	F: 沒有.可是我有一個地下車銅板.
In the Post Office	在郵局裡面
F: I want to send this letter to Hong Kong. How much does it cost?	F: 我想.把這封信寄到香港去.得要多少錢?
Clerk: Do you want it registered?	C: 你想寄掛號信嗎?
F: Yes, I do.	F: 嗯.
C: Surface mail?	C: 是海郵嗎?
F: No, it has to be airmail.	F: 不是,一定得是空郵.
C: Then, it's $3.30 (three-thirty).	C: 那麼,是三塊三毛.
F: Fine, please give me one stamp, and five aerogrammes.	F: 好的,請給我一張郵票和五張郵簡.
C: Okay. That's $4.40 (four-forty).	C: 好的.那是四塊四毛.
F: Here's $5.	F: 這兒是五塊.
C: Here's your change and your receipt.	C: 這是找你的錢和收據.
F: Thanks.	F: 謝謝.
S: Please give me ten 22 cent stamps and ten aerogrammes. Here's $5.00 (Five-Dollars).	S: 請你給我十張二毛的郵票和十個郵簡.這是五塊錢.

(A) (Topic Six - page 2)

	(Clerk takes the money and hands him the stamps and aerogrammes)		(職員收(拿)了錢，把郵票和郵簡遞給他。)
F:	By the way, what's the zip code here?	F:	噢，還有，這兒的郵區號碼是什麼！
C:	It's 10021. And don't forget to write your return address on the envelope.	C:	是10021。別忘了把回信地址寫在信封上。
F:	Thank you very much. I always forget.	F:	真謝謝你了。我老是忘記。
	Outside the Post Office		**出了郵局(在郵局外面)**
F:	Are you going back to China Institute now?	F:	你現在去華美協進社嗎？
S:	No, I'm not. We don't have class today. It's our day off.	S:	不是。我們今天沒課，休假。
F:	Look, there's a restaurant. Let's have a cup of coffee to warm us up.	F:	你看，那兒有一個飯館。我們去喝杯咖啡暖暖身子吧！
S:	That's a good idea.	S:	好主意！

New words

Verbs:

to feel

to mail

to cost

to give

to hand

to warm up

Nouns:

Post Office

letter

stamp

aerogramme

change

zip code

return address

envelope

class

restaurant

idea

receipt

Adverbs:

too

out

Adjectives:

freezing

some

registered

surface mail

airmail

Sentence patterns

I am cold.	我 冷.
I am freezing.	凍(死)我了.
I am warm now.	我現在暖和了.
It is cold today.	今天(很)冷.
It is freezing outside.	外頭凍(得很).
It is warm now.	天氣暖和了.
have to	得, 一定(得), 必須
It has to be airmail.	一定得空郵.
I have to go.	我得走了.
I have to go to the men's room.	我得去男洗手間.
I have to be there tonight.	我今天晚上一定得在那兒.
The answer has to be correct.	答案一定得正確.

Useful expressions

By the way	噢! 還有/是 ......
It's our day off.	我們今天休息.
That's a good idea.	好主意!
This cup of soup is going to warm you up.	喝了這杯湯你就會暖和了.
Warm up the rice, please.	請你把飯熱熱.
Please hand me the soy sauce.	請你把醬油遞給我.

Today's Special

Sweet and Sour Pork	甜酸肉
Hung Shu Gai Kew	紅燒雞球

(A)

see lessons 22, 49 and 50 in the book

TOPIC EIGHT: AT THE SUPERMARKET

Bob: Hi, Tim! How have you been?	B: 嗨，近來怎麼樣？
Tim: Busy. How about you?	T: (很)忙！你呢？
B: I was sick last week. I didn't go to work.	B: 上星期我病了，沒有去做工(上班).
T: Are you feeling better now?	T: 你現在覺得好點兒了嗎？
B: Yes, much better, thank you. I'm going to the new supermarket nearby. Have you been there?	B: 好多了，謝謝你！我正要到附近的新超級市場去，你去過那家沒有？
T: No, I haven't.	T: 沒有，沒有去過.
B: Why don't you come along?	B: 不如跟我一起去吧！
T: Sure! Let's go!	T: (當然)好，我們一塊兒去.
In the supermarket	在超級市場內
T: Wow! I haven't seen a supermarket this clean before!	T: 嘩！我從來沒見過這麼乾淨的超級市場.
B: Yes, it's very clean. Let's take a look around. I want to find some shampoo and soap.	B: 是啊！(真)是很乾淨，我們先(隨便)各處看看，我想買(找)洗頭水和肥皂.
15 minutes later...	十五分鐘以後
T: Have you found the shampoo and soap?	T: 你找到了洗頭水和肥皂了嗎？
B: No, I haven't. I've looked in every aisle, but I haven't found them.	B: 沒有，還沒有找到，我每條走道都看過了，可是還沒有找到.
They go to the next aisle. It is the vegetable and fruit section.	他們走到下一條走道 是蔬菜水果部門.
T: The vegetables look very fresh. Look at this! What is it?	T: 這些蔬菜看起來很新鮮. (你)看！這是什麼？
B: It's a grapefruit. It's a little sour and bitter, but it's very good and juicy.	B: 這是一個西柚子，有點酸，有點苦，可是味道很好，汁也很多.
T: I haven't had one before. I think I want to try it.	T: 我以前從來沒有吃過，我想試試.
Tim picks out three and puts them in a plastic bag. Tim and Bob walk to the checkout counters.	Tim 挑了三個放在膠袋裏. Tim 和 Bob 一同走向付款處.

(A)

(Topic eight, page two)

B: Have you weighed the grapefruits?	B: (你的)柚子稱過了沒有？
T: No, I haven't.	T: 沒有，還沒有．
B: You have to weigh them first. Otherwise, the cashier is going to ask you to go back.	B: 你得先稱柚子．要不然，收銀員(還是)會叫你回去(稱)的．
T: Where do I weigh them?	T: 我在那裡稱呢？
B: Look, there's a store clerk. He can weigh them for you.	B: 看，那邊有位售貨員，他會替你稱的．
Store clerk: That's 89 cents.	S: 這是八角九分錢．
Tim takes out a $1 bill	Tim 拿出一張一圓紙幣
S: No, no, don't pay me. Go to the checkout counter and pay the cashier.	S: 不．不．不要付給我，到收銀處去付給收銀員．
T: Oh, I see. Thanks. There are so many people at the checkout counters!	T: 噢 謝謝！ 收銀處那邊有好多人啊！
S: You can use the express checkout lane.	S: 你可以排在"快線"那一行．
T: Is that faster?	T: 那行快一點嗎？
S: Yes. If you have 10 items or less, then you can use it.	S: 是的．如果你買十件或十件以下的東西，就可以排在那行．

New words

Nouns:

supermarket
shampoo
soap
aisle
fruit
section
grapefruit
bag

checkout counter
cashier
store clerk
$1 bill
people
items

Verbs:

	(past)	(perfect)
to look	looked	looked
to try	tried	tried
to pick out	picked out	picked out
to weigh	weighed	weighed
to ask	asked	asked

Adjectives:

sick
nearby
sure

clean
fresh
sour

bitter
juicy

(A)

(Topic eight, page three)

Adverbs:

better around along other faster

Useful expressions

How have you been ?	近來如何？近況如何？
How about you ?	你呢？
to come along	一起來，一塊兒來
Why don't you come along?	為什麼不一塊兒來呢？
Do you want to come along?	你想一塊兒來嗎？
to take a look	看一看
We took a look.	我們看了看.
Let's take a look.	讓我們看一看.
Let's take a look around.	讓我們四週看看.

Supermarket : Supplementary Vocabulary

Supermarket - a big grocery store

Store Manager
Store Clerk
Cashier
cash register
delivery boy
customer
shopping cart
shopping basket

Containers

box - a box of cereal
bag - a bag of candy
bottle - a bottle of soda
carton - a carton of milk
can - a can of tunafish
package - a package of hot dogs

Labels

price label
price stamp
unit price
brand name
ingredients

Weights and Measures

gallon = four quarts
half gallon = two quarts
quart = two pints
pint = two cups
half pint = one cup
pound (lb.) = 16 ounces (oz.)

Frozen Foods

frozen vegetables
frozen juice - frozen orange juice
TV dinners

Dairy Products

milk:
  light cream
  heavy cream
  half and half
butter
cheese
yogurt
ice cream
eggs

(Supermarket vocabulary cont'd)

Baked Goods

- bread
- rolls
- cake
- pie
- doughnuts
- cookies

Paper Products

- paper towels
- toilet tissue/toilet paper
- tissues
- wax paper
- plastic wrap
- plastic bags
- tin foil/aluminum foil

Cleaning Products

- shampoo
- soap
- toothpaste
- mouthwash
- dish washing liquid
- laundry detergent/laundry powder

Cereal

- cold cereals:
  - corn flakes
- hot cereals:
  - oatmeal
  - cream of wheat

Condiments

- oil
- vinegar
- ketchup/ catsup
- mustard
- mayonaise
- salad dressing

Baby Food

Pet Food

- cat food
- dog food
- bird seed

Baking Needs

- cake mix
- cookie mix

(baking needs cont'd.)

- icing/ frosting
- yeast
- flour:
  - white flour
  - whole wheat flour

Honey

Coffee :
- instant coffee
- ground coffee

Tea:
- tea bags
- loose tea

Food Stamps

Sale items
Special Coupons

COOKING METHODS

to barbecue	烤(戶外)
to stir fry (to sauté)	炒
to deep fry	炸
to steam	蒸
to pan fry	煎
to stuff	釀,塡
to stew	燉
to bake	烤
to roast	烤
to broil	火燒
to simmer	燜

CUTTING METHODS

to slice	切片
to strip	切條
to shred	切絲
to dice	切丁,切粒
to chop	斬,剁
to grind	磨,磨碎

RELATED TERMS

to wrap	包
to boil	煮
to marinate	醃
to stir	攪拌
to mix	混合,拌

SOME TERMS TO DESCRIBE FOOD QUALITIES

fresh		新鮮
crisp		脆
tender		嫩
raw (uncooked)		生(的)
of meats	rare	煮/烤的差不多生的
	medium rare	煮/烤的差不多半熟
	medium	煮/烤的半熟
	medium well	煮/烤的半全熟
	well done	煮/烤的全熟
spicy		味濃
hot		熱,辣
mild		淡
sour		酸
sweet		甜
salty		鹹
golden brown		金黃(色)
rich		濃膩
pungent		刺激性的,刺鼻的
greasy/oily		油膩
soggy		濡濕
tasty		味美(的),可口(的)
delicious		美味(的)

TOPIC 8

Cooking in the Kitchen 在廚房裡做菜

Teacher:	What do you do in the kitchen?	T: 你在廚房做什么？
Student:	We cook Chinese food in the Kitchen.	S: 我们在廚房做中國菜(食物).
Teacher:	What are you preparing now?	T: 你们正在準備什么？
Student:	We are making Roast Pork Fried Rice.	S: 我们正在做叉燒炒飯.
Teacher:	Do you know the ingredients for that?	T: 你们知道(炒飯)的材料嗎？
Student:	I think so. You need roast pork, eggs, onions, bean sprouts, rice, and scallions.	S: 我想我知道.(你)需要叉燒,蛋洋葱.芽菜,飯和葱.
Teacher:	That's right. Now what are the seasonings? Does anyone know?	T: 对了.調味料是那些呢？有人知道嗎？
Student:	There are about six important seasonings: salt, light and dark soy sauce, thick sauce, oil, and a dash of MSG.	S: 有六種主要的調味料：鹽.淺色及深色醬油.珠油.油及一点味精.
Teacher:	Very good. What other food will you prepare today?	T: 很好.今天你们还要做什么菜(食物).
Student:	Today we're also going to make Egg Drop Soup.	S: 今天,我们也要做蛋花湯.
Teacher:	Is that difficult?	T: 難不難？
Student:	No, not at all. It's easy.	S: 不,一点都不难.容易.
Teacher:	Really?	T: 真的嗎？
Student:	Sure. You only need eggs and soup stock.	S: 當然.你只需要蛋和高湯.
Teacher:	Is that all?	T: 就這些嗎？
Student:	That's all.	S: 就這些.
Teacher:	I see you are going to be a great chef.	T: 看來你(们)將會成為很好的廚師.
Student:	Thank you. I hope so.	S: 謝謝你.(我)希望如此.
Teacher:	Well, don't forget to bring your knives tomorrow. We will learn how to carve vegetables. That's all for today.	T: 对了,明天別忘了帶你们的小刀.我们要学彫花.今天就到此為止.
Student:	O.K. See you tomorrow.	S: 好.明天見.
Teacher:	I'll see you tomorrow.	T: 明天見.

Vocabulary:

cook	煮，烹飪	onions	洋葱	seasonings	調味料
food	食物	bean sprouts	芽菜	know	知道
prepare	準備	rice	白飯. 米	there are	有
make	做	scallions	青葱	important	重要的
ingredients	材料	right	對	salt	塩
need	需要	now	現在	light/dark soy sauce	生/老抽, 浅色/深色醬油
oil	油	MSG	味精	thick sauce	珠油
soup stock	高湯. 上湯	difficult	困難	very	很
carve	彫刻	chef	廚師	easy	容易
knive	刀子	bring	帶来	great	很好的, 偉大的

Sentence Patterns:

1. What do you do .... (present tense) usually.......
2. What are you ....ing (pres. progressive tense) doing now
3. There are................
4. What other foods will you prepare? Note: intonation or emphasis on other

1. 你……… 做什么？（平常.每日都做的）
2. 你正在….. 做什么？（說話時正在做的事）
3. 有…………
4. 你还會準備（做）别的什么食物？

(A)

TOPIC NINE: DIRECTIONS

Tim and Bob are talking on the phone.	Tim 和 Bob 正在通電話
Tim: What are you doing today?	T: 你今天做什麼?
Bob: I don't know. It's such a cloudy day.	B: 我不知道，今天陰雲密佈(陰天).
T: Cheer up, Bob. I'm going to the Museum of Natural History. Why don't you come along?	T: 開心點吧！我(預備)要去自然歷史博物館，為什麼你不一起來呢?
B: Well....how far is it?	B: 這.... 有多遠呢?
T: Not far at all. I think you're going to enjoy it.	T: 一點也不遠，我想你會喜歡的.
B: Why not? I've never been there before.	B: 有何不可(好吧!)我從未去過.
T: Great. But I have to pick up some bean sprouts at the grocery store first. Why don't I meet you in front of the museum at 11 o'clock?	T: 好極了.可是我得先去雜貨店拿(買)些芽菜.我十一點在博物館前面等你好嗎?
B: No problem. But how do I get there?	B: 沒有問題，可是我怎麼到那裡去呢?
T: Oh, you can take the B train and get off at 81st street.	T: 噢，你可以坐B號地下車，在81街下車.
B: Where do I take it?	B: 我在什麼地方上車呢?
T: The same station as the F train.	T: 跟坐F車的同一個車站.
B: I see. Do I have to change trains?	B: 我明白了.(我)須要轉車嗎?
T: No, you don't. It takes you straight to 81st street.	T: 不，(你)不必，B車載你一直到81街.
B: How do I get to the museum after I get off the train?	B: 我下車後怎麼到博物館呢?
T: It's simple. Just walk upstairs and you're there.	T: 那很簡單.走上樓就是了.
B: Okay. See you then.	B: 好.等會兒見.
Bob took the wrong train	Bob 坐錯了車
B: Excuse me, is this the uptown B train?	B: 對不起，這是(去)上城的B車嗎?

(A)

(Topic nine, page two)

Passenger: No! You've taken the wrong train. This is the downtown train to Brooklyn!	P: 乘客：不是，你坐錯車了．這是往下城去 Brooklyn 的．
B: Brooklyn! How do I change to the uptown train?	B: 去Brooklyn 的嗎！我怎麼換(坐)去上城的車呢？
P: Well, get off at the next stop. Walk upstairs and turn left. That's the uptown train.	P: (是這樣)你在下一站下車，走上樓，向左轉．那(邊)就是上城的車了．
B: Thanks.	B: 謝謝！
Bob meets Tim in front of the museum. It is 11:30.	Bob 十一時半在博物館門前見到 Tim．
Tim: Bob! What happened? I've been waiting for 30 minutes . I was getting worried.	T: Bob！出(發生)了什麼事？我等了你半小時了．我(開始)擔心了呢！
B: I took the wrong train. I'm sorry I'm late.	B: 我坐錯車了，對不起．我遲到了．
T: That's all right. Look, it's 11:30 now. Let's have lunch first.	T: 那沒有關係．看．現在十一時半了．我們先吃午餐吧！
B: Good idea. Where do we go?	B: 好主意．去那兒呢？
T: Have you tried Joe's Restaurant?	T: 你有沒有去過 Joe's 餐館呢？
B: No, I haven't. Where's that?	B: (沒有)我沒有去過(那家餐館)在那兒？
T: It's on Amsterdam between 78th and 79th, on the east side of the avenue.	T: 在 Amsterdam 大道上．第78和79街之間，在大道的東面．
B: Is the food good?	B:(那裡的)菜(食物)好吃嗎？
T: Yes, I think so. I have always enjoyed it.	T: 好．我認為不錯．我每次都(吃得)開心．
B: All right! Let's go!	B: 好吧！(我們)走吧！

Useful expressions

Cheer up!	開心點吧！
Great!	好極了！
No problem.	沒有問題
Simple!	簡單
It's simple.	簡單
See you then.	等會兒見．

(A)

PART 1
(Topic 9 - page 3)

Direction Words

at	在
in	在(内)
on	在....上
on top of	在....上面
above	
in front of	在前面
behind	在後面
near	靠近
side:	邊
east side	東面
west side	西面
this side	這邊
that side	那邊
the other side	另一邊
left hand side	左手邊
right hand side	右手邊
beside	旁邊
inside	裡面
outside	外面
left	左
right	右

upstairs	楼上
downstairs	楼下
uptown	上城
downtown	下城
block (s)	(一)條、(街)
stop	(小)站
from	從
to	到
to turn	轉
to get on	上車
to get off	下車

New words

such
cloudy
museum
natural
history
to come along
far
to enjoy
never
bean sprout
grocery store
to change
to change trains
then
wrong
turn
to happen
to worry
sorry

Sentence Patterns

It's sunny. (today)

It's a sunny day.
cloudy
rainy
windy

Cheer up.

I can cheer you up.
I want to cheer him up, but I don't know how.

How far is it?
How far is the airport from my house?
bus station school
Grand Central your place

I've never been there before.
to Washington, D.C.
to Hong Kong

I have been waiting.
I have been waiting for thirty minutes.
three months.

I am worried.
I am getting worried.

Did you enjoy it?
Yes, I enjoyed it.

Do you enjoy it?
Yes, I enjoy it.
No, I don't enjoy it.

How do I get there?
How do I get to the Museum of Natural History?
to Chinatown?
to your place?

Where do I get the bus?
the B train?

A1

TOPIC NINE (9) PART 2

AT THE SUPERMARKET 超級市場

Bob:	Hi, Tim! How are you?	B: 嗨. Tim 你好嗎?
Tim:	Busy. How about you?	T: (很)忙. 你呢?
Bob:	I was sick last week. I didn't go to work.	B: 上星期我病了. 沒有去做工(上班).
Tim:	Are you feeling better now?	T: 你現在覺得好点了嗎?
Bob:	Yes, much better, thank you. Hey, I'm going to the new supermarket nearby. Have you been there?	B: 好多了. 謝謝你. Hey. 我正要到附近的新超級市場去. 你去过嗎?
Tim:	No, I haven't.	T: 沒有. 沒有去过.
Bob:	Why don't you come along?	B: 不如跟我一塊去吧!
Tim:	O.K. Let's go.	T: 好. 我们一起去.
	In the supermarket	在超級市場內
Tim:	Wow! I haven't seen a supermarket this clean before!	T: 哇! 我從來沒見过这么乾淨的超級市場
Bob:	Yes, it's very clean. Let's take a look around. I want to find some shampoo and soap.	B: 是啊: (真)是很乾淨. 我们先各處看看. 我想買(找)洗頭水和肥皂.
	15 minutes later...	十五分鐘以後
Tim:	Have you found the shampoo and soap?	T: 你找到洗頭水和肥皂了嗎?
Bob:	NO, I haven't. I've looked in every aisle, but I haven't found them.	B: 沒有. 我还沒找到. 我每條走道都看过了. 可是(我)还沒有找到(它们).
	They go to the next aisle. It is the vegetable and fruit section.	他们走到下一條走道. 是蔬菜. 水果部門
Tim:	The vegetables look very fresh. Look at this! What is this?	T: 這些蔬菜看起來很新鮮. (你)看! 這是什么?
Bob:	It's a grapefruit. It's a litte sour and bitter, but it is very juicy.	B: 這是(一个)葡萄柚. 有点酸和苦. 可是汁很多.
Tim:	I haven't had one before. Let's try it.	T: 我以前沒吃过. 我们試試.
	Tim picks out three and puts them in a plastic bag. Tim and Bob walk to the checkout counters.	Tim 挑了三個放在膠袋裡. Tim 和 Bob 一同走向付款處.

Bob: Have you weighed the grapefruits?	B: 柚子(你)稱过了嗎?
Tim: No, I haven't.	T: 沒有. 还沒有.
Bob: You have to weigh them first. Otherwise, the cashier is going to ask you to go back.	B: 你得先稱好(柚子)要不然. 收銀員會叫你回去(稱)的.
Tim: Where do I weigh them?	T: 我在那裡稱呢?
Bob: Look, there's a store clerk. He can weigh them for you.	B: 看. 那边有位售貨員. 他會替你稱的.
Store Clerk: That's 89 cents.	S: 八角九分錢.
Tim takes out a $1 bill.	Tim 拿出一張一元紙幣
S: No, No, don't pay me. Go to the checkout counter and pay the cashier.	S: 不. 不. 不要付給我. 到收銀處付給收銀員.
T: Oh, I see. Thanks. There are so many people at the checkout counter.	T: 噢. 原来这樣. 謝々. 收銀處的人好多啊!
S: You can use the express checkout lane.	S: 你可以排在"快線"那一行.
Tim: Is that faster?	T: 那一行快些嗎?
S: Yes. If you have 10 items or less you can use it.	S: 是的. 如果你(買的東西)有十件或十件以下. 你就可以排在那行.

New Words

Nouns

supermarket
shampoo
soap
aisle
fruit
section
grapefruit
bag
checkout counter
cashier
store clerk
$1 bill
people
items

Verbs

	(past)	(perfect)
to look	looked	looked
to try	tried	tried
to pick out	picked out	picked out
to weigh	weighed	weighed
to ask	asked	asked

Adjectives

sick
nearby
sure
clean
fresh
sour
bitter
juicy

(A)

(Topic 9 , page three)

Adverbs:

better around along other faster

Useful expressions

How have you been ?	近來如何？近況如何？
How about you ?	你呢？
to come along	一起來，一塊兒來
Why don't you come along?	為什麼不一塊兒來呢？
Do you want to come along?	你想一塊兒來嗎？
to take a look	看-看
We took a look.	我們看了看.
Let's take a look.	讓我們看一看.
Let's take a look around.	讓我們四週看看.

(A)

TOPIC TEN: A PHONE CALL

Bill is making a phone call to his friend Dan. He hears the phone ring. Somebody picks up the phone.	Bill 正在打電話給他的朋友Dan. 他聽到電話在响,有人把電話拿起來.
Bill: Hello. May I speak to Dan?	B: 喂,我可以跟Dan講話嗎?
Voice: Dan? There's no Dan here. You have the wrong number.	V: Dan?這裏沒有這個人,你打錯電話了.
B: Isn't this 983-7140?	B: [請問]你的電話號碼不是983-7140嗎?
V: Yes, it is. Did you dial the correct area code?	V: 是的.你有沒有撥正確的地區号碼?
B: Oh, I forgot to dial the area code. I'm sorry to bother you.	B: 啊,我忘記先撥地區號碼,對不起打擾你.
V: That's all right.	V: 不要緊.
Bill hangs up, and dials again.	Bill 掛斷電話.然後再撥.
Bill: Is Dan there?	B: Dan 在不在?
Dan: Speaking... Is that you, Bill?	D: 是我.......是你Bill?
B: Yes. How have you been? I haven't seen you in a long time. Would you like to get together for lunch tomorrow?	B: 是,近來怎麼樣?我很久沒有跟你見面.你明天要不要跟我一塊兒去吃午飯?
D: Sure. Where would you like to meet?	D: 當然,那我們在那裏碰面呢?
B: How about the coffee shop on the corner of Madison and 32nd?	B: 在32街Madison街角那一間咖啡室怎麼樣?
D: Fine. I'll meet you there at 12.	D: 很好,12點鐘在那裏見你.
B: By the way, have you heard about Tim?	B: 還有,你有沒有聽到關於Tim(的事情)?
D: No. What happened?	D: 沒有.發生了什麼事呢?
B: He was mugged last Saturday night.	B: 他上星期六晚上被搶.
D: Was he hurt badly? Where did it happen?	D: 他傷得重不重?在什麼地方被搶的?
B: He's okay now. But he lost $50 and his watch. It happened on 2nd Avenue and 31st Street, just outside the Lucky Garden. He will work at that restaurant next week.	B: 他現在沒事了.他被搶了50塊錢和一隻錶.出事(地方)是在第二大道和三十一街.就在Lucky Garden餐廳外面.下星期他就會在那家餐廳工作了.
D: Tim should be more careful next time. Did anyone call the police?	D: Tim下次應該小心點,有沒有人報警?

(A)

(Topic ten, page two)

B:	Yes. The restaurant manager saw the mugging. He ran out to help, but he couldn't catch the mugger. He dialed 911 to get the police.	B:	有,餐廳的經理看見了.跑出去幫忙.但是沒有抓到搶匪.打電話911報警.
D:	Did the police come quickly?	D:	警察有沒有馬上來?
B:	No, they didn't. There were many emergencies in the area that night. There was a fire on 3rd Avenue at 30th Street, and a man had a heart attack at Park and 33rd.	B:	沒有.那天晚上那個區裏有很多事發生.在第三大道三十街有火災.在Park大道三十三街有一個男人心臟病發.
D:	What should you do in an emergency?	D:	通常你碰到意外時怎麼做?
B:	Go to a phone and dial 911. Tell the person what is happening. Give your name and address. Help will come.	B:	找電話打911.告訴他發生了什麼事,把你的姓名.地址告訴他.很快就會來人的.
D:	I see...Well, I have to hang up now. My roommate wants to use the phone.	D:	我明白了...............啊,我現在要掛電話了.我的同房想要打電話.
B:	Okay, I'll see you tomorrow.	B:	好,明天見.
D:	See you then. Bye.	D:	再見.

New words

Nouns:

telephone (phone)
phone call
somebody
hello
area code
coffee shop
police
mugging
emergency
fire
heart attack
roommate

Verbs:

(present)	(past)	(perfect)
to bother	bothered	bothered
to hang up	hung up	hung up
to meet	met	met
to happen	happened	happened
would		
should		
could		

Adjectives:

wrong
correct
careful

Adverbs:

together
badly
quickly

Sentence Patterns

to make a phone call

Mr. Lee is making a phone call.

She made a phone call to Hong Kong yesterday.

to get together

Let's get together for lunch tomorrow.

Would you like to get together for dinner?

Would

Would you do this for me?

I asked him, but he wouldn't do it.

Could

Could you do this for me?

I couldn't speak English, but now I can.

Should

You should be more careful next time.

Before you put oil in the wok, you should heat the wok first.

Useful expressions:

May I speak to __________?

You have the wrong number.

I'm sorry to bother you.

That's all right.

Speaking...

Is __________ there?

Today's Special

Dry Sauteed Shrimp With Hot Pepper
Spare Ribs With Black Bean Sauce
Chicken Szechuan Style
Dried Sautéed Beef
Double Cooked Pork
Dry Sautéed String Beans

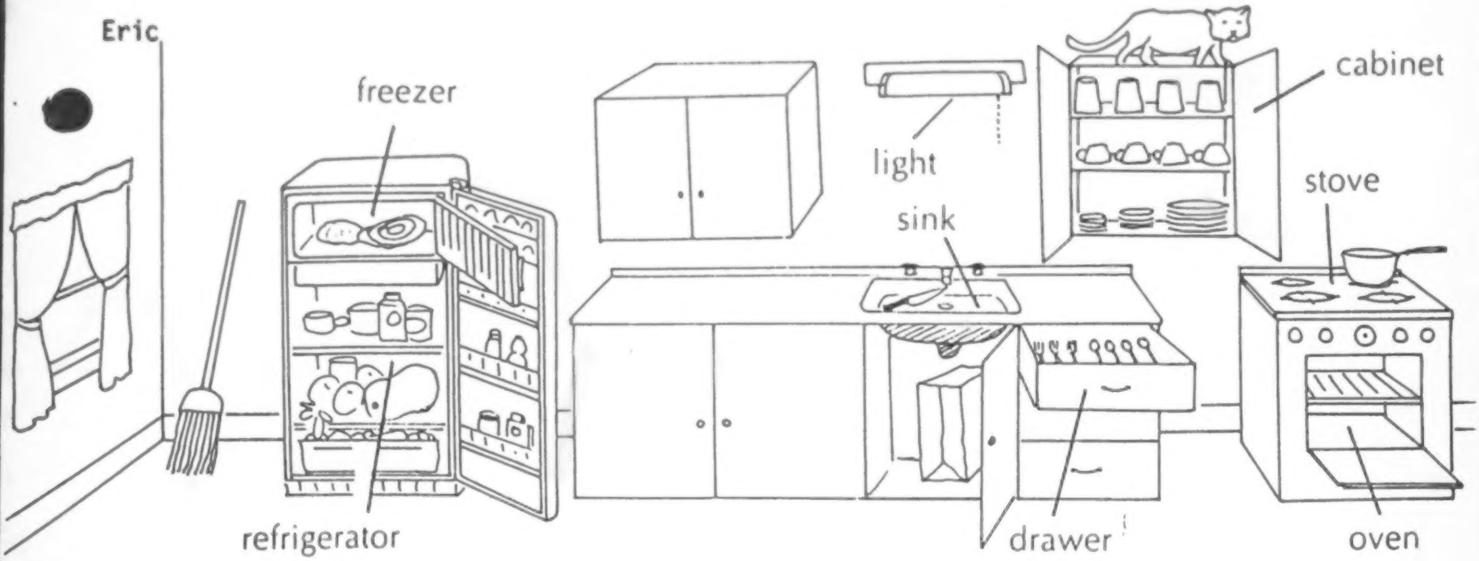
Orange Flavor Beef
Hunan Beef
Lake Tung Ting Shrimp
General Ching's Chicken
Spicy Crispy Whole Sea Bass

Week 4

Class A **Quiz**

Name ______________

Eric


freezer
light
cabinet
stove
sink
refrigerator
drawer
oven

Write in the correct words:

I in, on, under, over, next to, between, in front of, in back of, on top of

1) The freezer is _______ the refrigerator.
2) The refrigerator is ___________ the cabinet and the broom.
3) The light is _________ the sink.
4) The stove is __________ the oven.
5) The broom is _______the refrigerator.
6) The light is ___________ the two cabinets
7) The waste basket is ___________ the sink.
8) The forks and spoons are ________ the drawer.
9) The cat is _____ the cabinet.
10) The cups are _________ the cabinet.

II Weights and Measures

1) one pound = __________ ounces

2) ½ gallon = _________ quarts

3) 1 quart = _______ pints

4) ¼ pint = _________ cup

5) 1.5 quarts = __________ cups

QUIZ #2 B Class
Rebecca

Name: KEY

1. Dictation 听写

1) 14.00
2) 26.99
3) 1.99
4) 250.00
5) 81.26
6) 42nd St.
7) 34th St.
8) 14th St.
9) 2nd Ave.
10) 125th St.

2. Please translate what the teacher says into Chinese 请把老师所说的，翻成中文.

1) Open your book to page 10
2) What does that word mean?
3) Please write it down
4) Spell it please
5) Please speak slowly

3. Fill out this form 填表
please print:

Mr.
Mrs.
Ms. ______________________________
(first name) (last name)

____
(address)

____
(city, state, zip)

( ) ______________ ______________
(phone no.) (soc. sec. no.)

______________ ______________
(age) (sex)

Rebecca

4. Match these words with their opposites

请用线将反义词
连接起来.

10
4 [illegible]

big	short
tall	full
expensive	married
single	cheap
hungry	small

5. Match these words

请用线将相应的
中文词汇连接起来

0
4 [illegible]

birth date	職業
signature	性
sex	签名
Alien Registration No.	出生日
occupation	绿卡号码

David
Quiz #1 Class A Name ______________________

Write the names of the dishes in English. 用英文寫出下面的菜名

1. 叉燒 ______________________

2. 叉燒撈麵 ______________________

3. 叉燒什碎 ______________________

4. 烤排骨 ______________________

5. 雲香湯 ______________________

6. 叉燒炒飯 ______________________

7. 叉燒芙蓉蛋 ______________________

8. 蛋花湯 ______________________

Write the ingredients in Chinese. 用中文寫出下面的材料

9. Sesame Oil ____________

10. Scallions ____________

11. Thick Sauce(Molasses) ____________

12. Scrambled Eggs ____________

Extra Credit

Write the names of the dishes in English 用英文寫出下面的菜名

13. 毛菇鸡片 ______________________

14. 腰果雞丁 ______________________

David

Quiz #1 Class B

Name ____________________

Date ____________________

Write the names of the dishes in English. 用英文寫出下面的菜名

1. 叉燒 ____________________

2. 雲吞湯 ____________________

3. 叉燒撈麵 ____________________

4. 烤排骨 ____________________

5. 叉燒什碎 ____________________

6. 蛋花湯 ____________________

7. 叉燒炒飯 ____________________

8. 叉燒芙蓉蛋 ____________________

Extra Credit （加分）

9. 杏仁雞丁 ____________________

10. 毛菇鷄片 ____________________

Bilingual Vocational Training Program

Mid - Term A - Class

28th Term

Name: ______________________ Date: ______________________
姓名 日期

I. Dictation: 10% 聽寫

1. ____
2. ____
3. ____
4. ____
5. ____

II. Answer the following questions: 30% 請回答老師所问的问題

1. ____
2. ____
3. ____
4. ____
5. ____
6. ____
7. ____
8. ____
9. ____
10. ____
11. ____
12. ____
13. ____
14. ____
15. ____

III. Translate the following words into Chinese: 10% 英譯中

1. meet ________________
2. a cook ________________
3. the shuttle ________________
4. corner ________________
5. plus tax ________________
6. a sign ________________
7. exact ________________
8. only ________________
9. other ________________
10. I.D. ________________

IV. Translate the following words into English: 10% 中譯英
A

1. ______________ 星期二
2. ______________ 五月
3. ______________ 電話号碼
4. ______________ 學校
5. ______________ 中文
6. ______________ 中國
7. ______________ 西班牙文
8. ______________ 明天
9. ______________ 地址
10. ______________ 男洗手間

IV. Tell me something about yourself: 10% 請自我介紹
B

1. ____

____

2. ____

____

3. ____

____

V. Translate the words into English: 5% 中譯英

1. ______________ 鍋鏟
2. ______________ 花椒
3. ______________ 冰箱
4. ______________ 薑
5. ______________ 白醋

VI. Translate the dishes into English: 5% 中譯英

1. ______________________________ 椒盐蝦
2. ______________________________ 豉汁排骨
3. ______________________________ 杏仁雞丁
4. ______________________________ 芥蘭牛肉
5. ______________________________ 芥菜豆腐湯

VII. Name 5 dishes that can be deep-fried: (in English) 5% 請提出五種用油炸的菜

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

VIII. What are the ingredients and seasonings for Subgum Winter Melon Soup? 15%
八宝冬瓜湯用什么材料和調味?

Ingredients		Seasonings	
1. ________	5. ________	1. ________	5. ________
2. ________	6. ________	2. ________	6. ________
3. ________	7. ________	3. ________	7. ________
4. ________	8. ________	4. ________	

BILINGUAL VOCATIONAL TRAINING PROGRAM

Final - Exam A - Class

28th Term

Name: ______________________
姓名

Date: ______________________
日期

I. Dictation: 5% 聽寫

1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________

II. Answer the questions that are being read to you: 30%
請回答老師所問的問題

1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________
6. ______________________
7. ______________________
8. ______________________
9. ______________________
10. ______________________
11. ______________________
12. ______________________
13. ______________________
14. ______________________
15. ______________________

III. Please give the past tense of the following verbs: 5% 請用過去式

1. take ______________
2. eat ______________
3. taste ______________
4. is ______________
5. cook ______________

IV. Fill in the appropriate prepositions: 10% 請填入適當的介詞.

(to, in, on, for, by, from, at, if no preposition write X)

1. I'm looking __________ a job, because I don't have any money.
2. My books are __________ home.
3. Do you like to listen __________ the radio?
4. I was born __________ May.
5. I was born __________ May 20, 1966.
6. Yesterday, I waited ________ John ________ 5:30 ________ 7:30 p.m.
7. I came to America __________ plane.
8. I'm interested __________ restaurant cooking.

V. Fill in the appropriate verb form: 5% 請填入適當的時態

1. I've been __________ English for 4 years.
2. Where __________ you live before you __________ to this country?
3. How __________ you like American food?
4. I'll _____ _____ a little late.

VI. Please translate into English: 5% 請翻譯成英文.

1. ______________________________ 那個字什么意思?
2. ______________________________ 那個字怎麼拼?
3. ______________________________ 請你把醬油遞給我
4. ______________________________ 好主意.
5. ______________________________ 國語比西班牙文容易.

VII. Please tell me how to make a pot of Chinese Wu-Lung Tea.
(Please tell in about six steps. Make each step very clear.) 5%
請告說我怎樣泡一壺烏龍茶 (請分六步說明)

1. ____
2. ____
3. ____
4. ____
5. ____
6. ____

VIII. Use the correct question word: 5% 請填入適當的問句用字.

(When, Where, Why, How, Who, What)

1. __________ did you put my book? On the desk.
2. __________ did you go there yesterday? To see Rebecca.
3. __________ did John live last year? In Taiwan.
4. __________ did you make that? With sugar and flour.
5. __________ did you like this city? I hate it.

IX. Translate into English: 5% 中譯英

1. ____________ 餐館
2. ____________ 醃
3. ____________ 草莓
4. ____________ 甜點
5. ____________ 煎蛋卷

X. Translate the dishes into English: 5% 中譯英

1. ______________________________ 醬爆雞丁
2. ______________________________ 香酥鴨
3. ______________________________ 麻婆豆腐
4. ______________________________ 蔥爆牛
5. ______________________________ 雪花雞絲湯

XI. Write either Hot & Spicy or Mild: 5% 辣 or 不辣

1. Baby Shrimp with Green Peas. ____________
2. Dried Sautéed Beef. ____________
3. Shredded Pork with Garlic Sauce. ____________
4. Orange Beef. ____________
5. Double Cooked Pork. ____________

XII. What are the ingredients for Moo Shu Pork? 8% 木須肉 用什么材料？

1. ____________
2. ____________
3. ____________
4. ____________
5. ____________
6. ____________
7. ____________
8. ____________

XIII. Please circle the correct word: 7% 請圈出對的答案.

1. When you are ready to serve Peking Duck, you ______ it.
   a) shred b) slice c) dice d) none of them
2. When you prepare Double Cooked Pork, you ______ the pork.
   a) chop b) dice c) slice d) none of them
3. When you make Roast Pork Bun, you ______ it.
   a) bake b) roast c) broil d) none of them
4. When you make Fantail Shrimp, you ______ it.
   a) pan-fried b) deep-fried c) broil d) none of them
5. When you are ready to serve Fried Chicken Cantonese Style, you _____ it.
   a) slice b) chop c) cut d) none of them
6. Fried Dumplings are ____________.
   a) steamed b) pan-fried c) deep-fried d) boiled
7. Dried Sauteed Beef is ____________.
   a) stir-fried b) pan-fried c) deep- fried d) none of them

Quizes + Tests

VESL & ESL

BILINGUAL VOCATIONAL TRAINING PROGRAM

28th Term A - Class

Jan. 20, 1985 - June 11, 1985

STUDENT'S NAME	Quiz #1 1/24/85 (Th.)	Quiz #2 2/3/85 (Sun.)	Quiz #3 2/10/85 (Sun.)	Quiz #4 2/24/85 (Sun.)	Mid-Term Thurs	Examination 3/7/85	Quiz #5 3/17/85	Quiz #6 3/21	Written Final Exam 4/10/85 Wed		STEL Int. I	Eng. Grammar	Oral Pre-Test 1/20/85	Oral Post-Test 4/3/85	% of Improvement Graduation	Final Grade 6/11/85
MATT Chen, Zhi Min 陳志民	G	Ex	VG	VG	89	A	VG	80	92	A	40		55	95	40	A
MARK Cheong, Kuan Hap 張君俠	ok	G	G	VG	75	B	Good	72	79	C	14		67	98	31	B
HENRY Huang, Rong He 黄荣賀	VG	Ex.	VG	VG	92	A	Good	96	96	A	48		79	98	19	A
RAY Gao, Li Ning 高立宁	–	–	G	G	75	B	Good	86	74	C	28		43	90	47	B
TOMMY Lao, Xian Zhou 老憲洲	G	Ex.	VG	G	97	A	Good	86	84	B	40		67	98	31	A-
JAMES Liang, Jian Hang 梁建航	VG	VG	Ex	VG	94	A	VG	94	96	A	50		75	100	25	A
TONY Liu, Shi Zhang 刘仕章	G	G	VG	VG	79	B	Weak	74	76	C	32		70	98	28	B+
FRANK Pan, Xiao Xing 潘小星	ex	G	G	G	67	C	Weak	70	65	D	–		45	–	-	C+
DAVE Tsai, De Yin 蔡德音	G	VG	VG	VG	76	B	Good	74	83	B	40		80	93	13	B+
JOHNNY Zeng, Qing Bao 曾庆宝	G	G	G	G	67	C	Weak	70	60	D	18		43	98	55	C+
ALAN Zeng, Qing Yu 曾庆瑜	G	G	G	VG	89	A	Weak	92	87	B	38		45	90	45	B+
JOE Zheng, Xiao Quan 鄭小泉	G	G	G	G	66	C	Weak	68	64	D	32		43	98	45	C+
ROBINSON Zhu, Rong Fa 朱荣發	VG	Ex	Ex	VG	98	A	VG	98	97	A	90		93	100	7	A+

A Class - Average Improvement Score 33%
From Oral Pre-Test to Oral Post-Test

APPENDIX D

Recruitment: Outreach/Intake/Assessment Materials & Forms

Recruitment Strategies and Procedures:

Outreach, Assessment, and Selection

Outreach:

1. Identifying and locating target population and programs who serves the population

2. Preparing materials and persons for recruitment activities

3. Informing persons and programs about the training program

4. Annoucing the application and the eligibility requirements

5. Variety methods to notify potential trainees:
   a) annoucements with application criteria to all Chinese language news media

   b) notify potential trainees through:
      - former students
      - currently enrolled students
      - employers
      - community agencies & organizations serving and working with LEP adults
      - other training programs

   c) Leave flyers at public places where the target population may go
      - stores
      - churches
      - community centers
      - libraries
      - schools

Intake and assessment

1. Intial screening
   a) providing program overview/description

   b) determining/confirming eligibility

   c) providing bilingual assistance and occupational counseling

2. Data collecting on individual's basic personal information, interest, needs, skills, and literacy
   a) facilitating the filling out of the application forms

   b) observing applicants for crucial information not available from forms and tests
      - identifying participation obstacles

    - assessing the needs for supportive service

  c) administering screening test

3. Personal Interview
    a) selecton for a personal interview

    b) interviewer/panel committee

    c) interview questions:
        - needs
        - interest
        - motivation
        - skills
        - English/native language
        - listening/oral proficiency
        - expectations on program, skills will be trained, and job placement

    d) occupational counseling and program policies

    e) referral service

    f) interview recording and scoring sheet

Final Evaluations and Selection:

1. Interviewers' scores and comments

2. Results of screening tests

3. Acceptance criteria (former established ones as well as current additions)

4. Selection and notification

5. Alternates on waiting list

6. Referral of rejected applicants to other training programs

（本市訊）華美協進社主辦的中英雙語專業廚師訓練班一九八四年度第廿八期現定於十二月十八日（星期二）至十九日（星期三）二日接受報名，該班由联邦政府撥款，華美協進社主辦，目的在幫助無一技之長，有心學廚，同時有語言上困難，難於就業者，得於受訓完畢後，有就業機會。為使學員不致因就學分心，而能專心學習，在受訓期間，學員有生活津貼，每週約有一百十七元左右。

訓練課程分（一）講堂授課：如日用英語，專業烹飪，英語，中美烹飪，營養學，餐館經營，餐館與個人衛生，食物採購與儲存等。（二）餐館實習。

上課時間每週五天，星期一二三四及星期日，受訓時間約八百四十小時。

報名資格：

（一）十八歲以上，身体健康，有意做廚者。

（二）美國公民，永久居民，或法定難民。

（三）屬低收入家庭。

（四）目前無職業或臨時及部份時間工作者。

報名日期：十二月十八日（星期二）至十九日（星期三）

上午九時半至下午四時。

面試日期：報名後另行通知。

報名者須親自攜帶一寸半半身近照一張及社會安全卡（工作卡）及綠卡或公民証等至本市東六十五街一二五號華美協進社報名，如有疑問，請打電話七四四一八一八一詢問。

華美協進社
China Institute in America, Inc.
125 East 65th Street, New York, N.Y. 10021
212-744-8181

敬啓者：隨函送陳本社新聞稿一件，
敬請
惠予斧正由
貴報發表
此上
先生

華美協進社敬啓
一九八四年十二月三日

China Institute in America, Inc.
125 East 65th Street, New York, New York 10021 (212) 744-8181

華美協進社主辦
專業廚師訓練班招生開始

華美協進社為幫助僑胞學得一技之長、解決就業難題而舉辦的專業廚師訓練班將於九月廿日開始新班至一九八八年二月九日結業、為期廿週。

訓練課程主要科目有中國餐館廚藝、包括切菜、攪肉、備碼、燒烤、炒等、除傳統美式中菜外、並傳授粵、湘、四川、北京名菜、如廣式茶點、陳皮牛、北京烤鴨等。其他課程尚有專業烹飪及日用英語、職業輔導及餐館有關課程如個人衛生常識、營養學、食物採購及儲存等。訓練後期則安排學員到各餐館實習、由合作餐館實地指導學員獲得工作經驗、受訓結束後並有專人義務指導就業。

凡經報名、筆試、面試及甄選錄取者、即可參加訓練班。上課時間為星期日至星期四、每週五天、上午九時至下午五時。訓練期間為使學員專心學習、除學費全免外、每週並可領取政府的生活津貼約八十六元。

報名時間：八月十二、十三及十四（星期三至星期五）共三天、每日上午九時半至下午四時。

報名地點：曼哈頓東六十五街一二五號華美協進社二樓。

報名資格：(一)十八歲以上、身体健康、有意做廚者。(二)美國公民、永久居民或合法定難民。(三)家庭收入符合聯邦政府規定的低收入標準。(四)目前無工作或臨時及部份時間工作者。(五)具小學程度、識中文。

報名時、為節省僑胞往返次數、務必請由本人帶齊下列各証件、親自到華美辦理。(一)身份証明：美國公民証或護照、綠卡或移民局核准之難民紙(一一九四)。
(二)社會安全卡即工卡或社會安全局發給表示已経受申請之証明。
(三)二吋半身近照一張及筆一枝（填表及筆試用）。
(四)收入証明：工資支票存根、報稅存根、或僱主証明信。
(五)地址証明、具有姓名地址的信封、繳費單、收據、房契、駕照、借書証等均可。

由於名額有限、報名期間僅只三天、請有意參加訓練的僑胞、如期前往該社報名、以免錯過機會。如有疑問可在辦公時間電詢(二一二—七四四—八一八二)。

説　明

華美協進社向美國联邦政府教育部申請舉辦之一九八四年度中英雙語專業廚師訓練班第廿八期將於一月開班．此項專業訓練，是特為英語程度欠佳人士而設．

近年來，美國嗜好正统中菜之食客日衆，中國餐館生意鼎盛，開設日多．但经深入調查，吾人發現：在大纽约地區，專業廚師仍有供不應求之現象，值此经济衰退時期，解决失業問題，實屬當務之急．華美協進社有鑑於此，约請專家研究；一致認為：此時訓練專業廚師，既可適應需求，亦可解决部分失業問題．現经联邦主管部門批准，並撥款資助，華美協進社具體實施．

設班地址：纽约市東六十五街，一百二十五號，
　　　　　華美協進社內．

上課時間：自一月廿　日起開始上課，共廿
　　　　　個訓練週，每週五日．

課程綱要：課程共分兩部分：

(甲) 講堂課程：英語，中美烹飪史話，營養學，烹飪材料之採購，餐館及個人衛生，一般食譜，南北烹調，廚師作業等．

(乙) 實習課程：講堂課程結束後，學員將分派至各型餐館開始餐館廚業實習課程．以致能達到結業後即刻得以就業之目的．

入學資格：(甲) 十八歲以上之美國公民，永久居民，或合法入境之難民．
(乙) 屬低收入家庭．
(丙) 小學畢業或具有同等學歷．
(丁) 目前無職業或有臨時職業之人．
(戊) 肯刻苦耐勞，有心做廚者．

填表須知：(甲) 姓名須用中英兩文填寫．
(乙) 其餘各項，用中英文均可．
(丙) 應儘量詳細填寫回答．如欄內餘空不足，可加附紙．
(丁) 須附一寸半半身脫帽照片一張．
(戊) 須親自填表。簽名並註明填表日期．

面試 ： 填表報名，经審查合格後定期面試．

APPLICATION PROCEDURE

The China Institute in America, Inc. announces its tenth year of the bilingual vocational training program for Chinese chefs beginning on Jan. 20, 1985 . Funded by the U.S. Department of Education, this program is specially designed for Chinese with limited English-speaking ability, class instruction being given in both Chinese and English.

The Institute has discerned a tremendous demand for professional chefs, evidenced by the expanding Chinese restaurant business, and the growing number of Americans desiring first-class Chinese food. In a period of economic hardship, employment should be our primary concern. We feel that training professional chefs is a practical way to meet the unemployment problem head-on. By giving this program on the Chinese culinary arts to otherwise unskilled workers, the Institute provides them with a chance to better their economic condition and to secure good full-time employment.

The first part of this program will be given at China Institute (125 East 65th Street, New York City) and last 13 weeks. The later part of the program will be in-service training held at various assigned Chinese restaurants in the New York City area. The entire course lasts about 20 weeks (840 training hours).

CURRICULUM

The curriculum will include courses in the following subject areas:

1. Instruction in the English language
2. History of Chinese and American culinary art
3. Introduction to food service
4. Food purchasing and related matters
5. Meat education
6. Kitchen demonstration
7. Nutrition
8. Sanitation and personal hygiene
9. Storeroom procedures
10. Kitchen arithematic and refresher mathematics
11. Cost control
12. Supervisory development
13. Table service
14. First aid

REQUIREMENTS FOR PARTICIPATION

1. U.S. citizen or permanent resident, 18 years of age or older.
2. From low-income family.
3. Elementary school education (If educated outside the United States, an equivalent level of education is acceptable).
4. Unemployment, part-time employed or underemployed at the present time.
5. Diligent, willing to learn, wants to become a chef.

雙語專業廚師訓練班入學申請表
Bilingual Vocational Training Program For Chinese Chef Application Form

填表須知
Instructions on how to fill the form:
1. Please print your name and fill out the form completely.
2. Do not forget to sign your name and the date.
3. If you have any questions, ask the instructor in charge.

一. 請用正楷詳細填写下列表格（共五頁）
二. 別忘了在最後一頁簽名和填上日期.
三. 如有任何疑問. 隨時向在場工作人員提出.

PERSONAL DATA

英文姓名: ______ 名 First Name M.I. 姓 Last Name
中文姓名: ______

Present Address: 現在住址:
______ 号碼 Number 街名 Street ______ 公寓 Apt.
□ verify 有証明
______ 市 City 州 State 邮区号碼 Zip Code

電話号碼: Telephone Number ______

日间上班時有人接听並可以傳話給你的電話号碼
Telephone Number where we can contact you during the day ______

生日 Date of Birth ____ 月 Month ____ 日 Day 19__ 年 Year

出生地 Place of Birth: □ 美國 America □ 中国 China ______ province 省 □ 香港 Hong Kong □ 其他 Other ______

目前身份 Present Status: □ 公民 Citizen □ 永久居民 Permanent resident □ 正在申請居留 Applying for permanent resident

永久居民或公民卡号碼: Green Card or Citizenship Registration Number ______ □ 有証明 verify

社会安全卡(工卡)号碼: Social Security Number ______ 或正在申請中 or currently applying for □ 是 YES □ 否 NO

何時入境美国 When did you come to the United States? ____ 月 Month ____ 日 Day 19__ 年 Year

以何身份入境 Reason for coming: □ 移民 Immigrant □ 难民 Refugee □ 商務 Business □ 留學 Study □ 旅遊 Visit □ 其他 Other

誰担保你來美: Sponsor's name: ______ 職業 Occupation ______ 年薪 Annual Income ______ 関係 Relation ______

EDUCATIONAL BACKGROUND 學歷

在學時間
Years in school? □1 - 6年 □7 - 8 □9 - 10年 □11 - 12年 □超过12年 over 12 years

由 From ____________ 至 To ____________ 学校所在地: Place ____________

是否有高中畢業証明?
Graduated with a High School diploma/certificate? □有 YES □無 NO

在美期間是否曾上学或上課接受訓練
Have you had any school or training in the U.S.A.? □是 YES □否 NO

如有,何种課程: If yes. What? ____________ 是否畢業 Graduated □是 YES □否 NO

上課地点: Where? ____________ 是否有文憑 Diploma/Certificate recieved

上課期間: How long? ____________ □有高中文憑 H.S./GED □有其他文憑 others ______

EMPLOYMENT HISTORY 工作经歷(包括来美前及来美後)

1. 目前是否在工作 Are you presently employed? □是 YES □否 NO

如在工作,机構名称及地址: If yes. Name and Address of Organization ____________

工作電話 Telephone Number ____________

職位 Job Title ____________

何时開始工作: Date Employed ____________

工資 Income ______ 時薪 hour ______ 週薪 week ______ 月薪 month ______ 年薪 year

每週工作時數 Hours worked per week □少於35小時 less than 35 hrs □35小時 35 hrs/wk □超过35小時 more than 35 hrs

2. 現在是否領取 Currently recieving:

□公家福利 Public Assistance Benefits □失業金 Unemployment Insurance Benefits □否 None

如領取中,領取期間多久? If yes. How long? ____________ 領取金額多少? How much? ____________

3. 最近六個月的收入多少? What is your income for the last six months? ____________

过去五年的工作经歷,先寫今年的,再依次列出去年,前年,三年前及四年前的.
List all working experience within the past 5 years. Write the most recent first.

机構名称 Name of Company	日期 Date	工作性質 Type of Work	每週工作時數 Hrs/wk	週薪 Salary	離職原因 Reason for Leaving
	由 From 至 To			wk	
	由 From 至 To			wk	
	由 From 至 To			wk	

FAMILY BACKGROUND 家庭概况

父親姓名：
Father's Name ____________ 年齡 Age ____ 地址：Address ____________
工作 Job ____________ 年薪 Annual Salary ____________

母親姓名：
Mother's Name ____________ 年齡 Age ____ 地址：Address ____________
工作 Job ____________ 年薪 Annual Salary ____________

你是否與父母同住？
1. Do you live with your parents? □是 YES □否 NO

你是否負担父母生活費用
2. Do you support your parents? □是 YES □否 NO

你是否有兄弟姐妹？
3. Do you have any brothers or sisters? □有 YES □無 NO

如有，共幾人？ 他們的年齡是：
If yes. How many? ____ How old are they? ____, ____, ____, ____, ____, ____

其中幾人是學生 幾人在工作 幾人在美國
How many are students? ____ How many are working? ____ How many are in U.S.A.? ____

婚姻現況
4. What is your marital status? □單身 Single □已婚 Married □離婚 Divorced □分居 Separated □配偶已去世 Widow/widower

如已婚，配偶姓名： 年齡
If married. What is your spouse's name? ____________ Age ____

配偶現在美國嗎？
Is he/she living in the U.S.A. with you? □是 YES □否 NO

配偶現有工作嗎？
Is he/she currently employed? □有 YES □無 NO

如有，那种工作？
If yes. What is his/her occupation? ____________

年薪多少？
What is his/her annual income? ____________

你有子女嗎？
5. Do you have any sons or daughters? □有 YES □無 NO

如有，共幾人？ 他们的年齡是：
If yes. How many? ____ How old are they? ____, ____, ____, ____, ____, ____

其中幾人是學生？ 幾人在工作？ 幾人在美國？
How many are students? ____ How many are working? ____ How many are in U.S.A.? ____

受你扶養者(以報稅單上所填報為準)
6. Number of dependents in your household? □無 None □1 □2 □3 □4 □5 or more

GENERAL INFORMATION

你的專長或技能是些什麼？
1. Do you have any special skills? What are they?

____

____

來美後，你曾在餐館工作过嗎？在餐館工作期间，你做些什么工作？
2. After arriving in the U.S., have you worked at any restaurant? What did you do there?

____

____

你為什么来參加此訓練班？你想從訓練班學些什么？得些什么？对你有什么幫助？
3. Why did you apply for this training program? What did you expected from it?

____

____

____

訓練結業後，你有些什么計畫？（可有一個以上的選擇）
4. What are your plans after this training? (May have more than one choice)

☐ 在餐館廚房工作 a) find a job in a restaurant related to cooking
☐ 继續學多点英語 b) learn more English
☐ 參加別的訓練班， c) attend another training program
☐ 目前仍未決定 d) undecided at this moment
☐ 其他（請說明） e) others ________________________

結訓後找到的第一個工作，你希望會拿到多少工資？（填一欄即可）
5. Salary expectations for the first job after completing training?

______ 時薪 hour ______ 週薪 week ______ 月薪 month ______ 年薪 year

6. Indicate your proficiency in the English Language?

你的英語程度是：	完全不會 None	只會單字 Only words	只會简單句子 Sentences	流利 Fluent
a) reading 看	☐	☐	☐	☐
b) writing 寫	☐	☐	☐	☐
c) listening 听	☐	☐	☐	☐
d) speaking 說	☐	☐	☐	☐

你學过多久的英語？
7. How many years have you studied English?

☐ 沒學过 None
☐ 1 - 3 月 months
☐ 4 - 6 月 months
☐ 7 - 12 月 months
☐ 1 - 2 年 years
☐ 二年以上 over 2 years

在那裡學的？ Where ________________________

你會說或懂得那幾种中國方言？
8. What are the Chinese dialects that you understand and/or speak?

☐ 國語，普通話 Mandarin
☐ 廣東話 Cantonese
☐ 台山話 Toishanese
☐ 上海話 Shanghainese
☐ 台灣話 Taiwanese
☐ 其他方言： Others ____________________

除中英文外．你还會其他/那些語言文字？
9. Do you know any other foriegn languages beside Chinese and English?

____

____

你的身体状况可举持重物及長期站立勞力工作嗎？
10. Are you in the physical condition to do heavy lifting and long hours of labor while standing? □ 是 YES □ 否 NO

你有駕車牌照嗎？
11. Do you have a driver's license?

□ 有 YES 如有照，你有車嗎？ If yes. Do you have a car? □ 有 YES □ 無 NO

□ 無 NO

你是怎么知道有这個訓練班的？
12. How did you find out about the program?

□ 听廣播 Radio broadcast

□ 看报纸 Newspaper

□ 听親戚，朋友説起 Relatives/friends

□ 听舊学員説起 Previous trainee

你曾经来此訓練班報过名嗎？
13. Have you ever applied for this training program before?

□ 来过 YES 何時来報过名？ when? ______________________

□ 没 NO

你有親戚朋友曾参加此訓練班受过訓嗎？
14. Do you have any relatives and/or friends who graduated from this training program?

□ 有 YES 如有，請寫出他的姓名： If yes. Name of former trainee ______________________ 何時参加的 when? __________

□ 無 NO

請談些有関你自己的事（你的生平，嗜好，特殊经歷，困难，人生目的，将来的計劃及發展等）
15. Briefly tell us something about yourself.

____

____

____

____

____

以上各項，本人據实填寫，特鄭重申明並簽名保証。
I do solemnly declare that all above information contained in this form is true and correct to the best of my knowledge.

簽名：
Signature ______________________ 日期： Date ____月 Month ____日 Day ____年 Year

BILINGUAL VOCATIONAL TRAINING PROGRAM FOR CHINESE CHEFS
雙語專業厨師訓練班

English Screening Test
英文程度測驗

Name: ______________________
姓名

Date: ______________________
日期

I. Please write down the rest of the alphabet. 請依次序把英文字母寫出

A B C D E F ____

____

II. Fill in the blanks with suitable words. Each blank should contain only one word. 以適當的字填入空白（一個空白內只填一個字）

1. I __________ Chinese, and my friend ________ French. He __________ from France.
2. People who come from Spain speak ______________.
3. Where __________ you living?
4. Where __________ you live last year?
5. Where __________ you work?
6. I __________ as a chef at a Chinese restaurant.
7. Where __________ you born? I ________ born in this country.
8. He was here yesterday. I saw __________ here.

III. Write the opposite of the following words. 寫出下列各字的相反詞

1. good ______________
2. cold ______________
3. wrong ______________
4. women ______________
5. cheap ______________
6. short ______________
7. slow ______________
8. happy ______________
9. down ______________
10. late ______________

IV. Answer the following questions in English. 用英文回答下列的問題

1. Where do you live? ______________________________
2. Where are you from? ______________________________
3. Are you working right now? ______________________________
4. When did you come to this country? ______________________________
5. How do you like this country? ______________________________

V. Translate the following sentences into Chinese. 把下列的句子翻譯成中文

1. My name is Chen, and I am twenty years old.

____

2. I work very hard. ______________________________
3. I also go to school. ______________________________
4. I am busy all the time because I work and go to school everyday.

____

5. I hope to have a restaurant someday.

____

VI. Multiple choice. Circle the correct one. 選擇（圈出對的答案）

1. He has always (wants) (to want) (wanted) to be a chef.
2. That's why he has been (to study) (studying) cooking.
3. (Do you want) (Are you want) to study cooking, too?
4. Yes, I (am want) (want) to study cooking.
5. What (do you) (have you) been doing these days?
6. I (go) (going) to work everyday.
7. (Did) (Do) (Are) you go to work yesterday?
8. (How much) (How many) sons do you have?
9. I have five (childs) (children) (childrens).
10. I want (them) (they) to work hard.

VII. 請根据下列食譜回答問題
Answer the questions about the following recipe.

Sa-Chia Chicken

Ingredients

8 ounces	chicken leg meat
6 pieces	baby corn
6 pieces	red pepper
1 tablespoon	sliced ginger
1 tablespoon	sliced garlic
2 tablespoons	diced scallions

Seasonings

1/2 cup	Hot Pepper Sauce
1 teaspoon	Sa-chia
1/2 teaspoon	chili sauce
1 teaspoon	sesame oil

Cooking Method

1. Deep-fry chicken briefly in hot oil.
2. Deep-fry baby corn and red pepper briefly in hot oil.
3. Remove oil, leave 2 tablespoons oil in the wok.
4. Stir-fry ginger, garlic, scallions, add Sa-chia sauce.
5. Stir-fry cooked chicken, baby corn, and red pepper in wok.
6. Add hot pepper sauce and sesame oil.

問題
Questions

1. How do you first cook the chicken? ____________________

2. How much Hot Pepper Sauce do you use?____________________

3. How much oil is in the wok when you stir-fry?____________________

4. What do you add the Sa-chia Sauce to?____________________

5. Is this dish spicy?____________________

China Institute in America, Inc.
125 East 65th Street, New York, New York 10021 (212) 744-8181

Dear Applicant:

Thank you very much for your interest in our Bilingual Vocational Training Program for Chinese Chefs. However, we regret we cannot offer you a trainee position.

For the present term, we have received over one hundred applications. In compliance with U.S. Federal regulations, we can accept only 25 of those show the greatest need.

We wish you the best for the future.

Yours sincerely,

Sara Su Ma

Sara Su Ma
Project Director

先生台鑒：本社自辦理報名以來、各界反應異常踴躍、然而學額有限．未能盡數容納。特此奉告．敬請察照、。

此頌

近安

訓練班主任

姜亭娟啓

一九八四年十二月廿一日

China Institute in America, Inc.
125 East 65th Street, New York, New York 10021 (212) 744-8181

Dear Applicant:

You are scheduled for an interview for our Bi-Lingual Vocational Training Program for Chefs at China Institute at a.m./p.m. on
Our address is 125 East 65th Street.

Please bring the following items with you to the interview:

1. This letter
2. Your social security card
3. Your permanent residence certificate (green card)
4. Receipt from unemployment/social welfare office

Please come punctually at the time specified in this letter. Should there be any reason why you cannot come at this time, please call us at (212)744-8181. Thank you.

Yours sincerely,

Sara Su Ma

Sara Su Ma
Project Director

敬啟者：茲訂於本年　月　日　午　時，請來紐約市東區六十五街一百二十五號華美協進社洽談台端參加雙語廚師訓練班事宜；務請準時到達，並攜齊下開各件：一.本通知書；二.社會安全証卡；三.永久居留許可証（綠卡）；四.（社會福利金及失業金）領取証．如因故不能前來，務請撥(212)744-8181電話通知本社．

訓練班主任　寧娟啟

一九八四年十二月　日

CHINA INSTITUTE IN AMERICA
Bilingual Vocational Training Program

Personal Interview Basic Questions

1. how the applicant heard about the program
2. why the applicant is interested in the occupational skills training being offered
3. any contact with and/or knowledge on the occupational field
4. prior work experience before he came to U.S. and in the U.S.
5. interest in learning English
6. English language training and level of proficiency
7. amount of time lived in U.S.
8. his living situation and ability to attend classes on time if accepted
9. availability to attend training full time when the cycle starts
10. how long the applicant plans to remain in the geographic area and thus be able to complete the training
11. amount of education and vocational training previously entered and completed
12. type of job the applicant desires after completing the training program
13. salary expectations for the first job after completing training
14. where the applicant prefers to work
15. long-term occupational goals
16. family information (members and their work)
17. current family and personal economic status
18. driver's license and having a car
19. supportive services needs

INTERVIEWER:
Date:

Interview Record and Scoring Form

China Institute BVTP

Time: No. Name:	*INTER- VIEW SCORE	M/F	AGE	SIBLINGS	ENGLISH ABILITY	DIALECT SPOKEN	RESTAURANT EXPERIENCE	COOKING SKILL	DRIVE? OWN CAR?	COMMENTS

* ...terview Score: 1 -- not adequate 2 -- not comple ly inadequate 3 -- possible success 4 -- appr iate

華美協進社

China Institute in America, Inc.
125 East 65th Street, New York, New York 10021 (212) 744-8181

Dear Applicant:

We regret that at the moment we cannot offer you a trainee position. However, your name has been placed on our waiting list. Should a vacancy become available, we will notify you immediately.

Sincerely,

Sara Su Ma
Sara Su Ma
Project Director

先生
台鑒：本社自辦理
報名以來、各界反應異常踴躍，
然而學額有限、未能盡數容
納、台端姓名已列入「備取」遇有
缺額即行通知來班報到、特此
奉答、敬請察照。
此頌
近安
訓練班主任 [illegible]亭娟敬啓
一九　年　月　日

China Institute in America, Inc.
125 East 65th Street, New York, New York 10021 (212) 744-8181

Dear Applicant:

This is to inform you that a vacancy has come up in our term enrollment. Since you are on our waiting list we would like to ask you to join our program. Please bring this letter and your identifications to report to the Institute on , 19 at 9 a.m..

Looking forward to seeing you.

Sincerely,
Sara Su Ma
Sara Su Ma
Project Director
Bilingual Vocational Training Program

敬啓者：本社舉辦之中英雙語專業廚師訓練班已於　　月　　日正式開班（第　　期）。台端列入「備取」，如今已有名額。此訓練班於每星期晨九時至五時上課五天，受訓之下半期將在餐館實習廚房作業。台端如決定參加，請於　　月　　日（星期　　）晨九時正帶齊此通知及本人之綠卡、社會安全證前來本社註册上課。

訓練班主任
啓

一九八　年　　月　　日

華美協進社
China Institute in America, Inc.
125 East 65th Street, New York, N.Y. 10021
212-744-8181

本社雙語專業廚師訓練班將於九月廿一日開始上課．每星期日，一，二，三．四．晨九時至五時上課五天．受訓之下半期將到餐館實習廚房作業。

台端列入「備取」請於九月廿八日上午十時至十二時在家等待．如有缺額將以電話通知。

華美協進社
China Institute in America, Inc.
125 East 65th Street, New York, New York 10021 (212) 744-8181

敬啓者、本社舉辦之中英雙語廚師訓練班第　　期已定於　月　日（星期　）正式開課、台端是否願意參加第　期之訓練？請將附表填妥並於　月　日（星期　）前寄至本社、逾期則將作棄權論。

此訓練班於每星期　晨九時至五時上課五天受訓之下半期將在餐館實習廚房作業、台端如決定參加、請於　月　日晨十時正帶齊本人綠卡及社會安全證前來本社註冊上課。

訓練班主任　　啓

一九　年　月　日

社址：紐約曼哈頓東六十五街一百二十五號華美協進社
電話：（二一二）七四四－八一八一

China Institute in America, Inc.
125 East 65th Street, New York, New York 10021 (212) 744-8181

Dear Applicant:

The bilingual vocational training program at China Institute will start its quarter on . Please indicate on the attached form your confirmation to join this program, and return the form to us as soon as possible. If the form does not reach us by , , we will consider another candidate on our waiting list.

Classes are held each week on Monday, Tuesday, Wednesday, Thursday and Sunday from 9:00 a.m. to 5:00 p.m., and during the in service training period a restaurant schedule will be followed. If you decide to join, please come to the Institute on , at 10 o'clock in the morning. Be punctual. Also bring your green card and social security identification. We will process your registration and start orientation.

Sincerely,

Sara Su Ma
Sara Su Ma
Project Director

Please check (✓) the proper box, sign your name, and return this copy in the enclosed envelope.

請在適當的空格内作（✓）記號，簽名後，用附寄的信封寄回。

I
我

☐	will 願意
☐	will not 不願意

join the above mentioned program.
參加此訓練班

Signature: ____________________（中文）
簽名 ____________________（英文）

China Institute in America, Inc.
125 East 65th Street, New York, New York 10021 (212) 744-8181

雙語專業訓練班●受訓學員協議書

一、華美協進社自一九七五年秋季起辦雙語專業厨師訓練班。本班注重切合實用的專業以及基本必需的英語敎習。訓練課程是為着對這種訓練有極端需要的人設計的，訓練課程，在開學時向所有的受訓學員說明。

二、本班在收錄受訓學員政策上，沒有年齡、性別、宗敎或是出生國籍的歧視。

三、如若經敎學委員會（本訓練班之行政主管以及敎員所組成的委員會）判定某一位受訓學員不充份合作或是不能受到訓練的益處，班主任會對這位學員提出警告：受訓人的繼續留班會有妨碍。如若敎學委員會決定：某受訓學員無意或不能繼續受到訓練的益處，班主任就祇有書面通知這位學員，中止受訓。中止受訓，並不是一種恥辱，受訓人必需瞭解：中止來班受訓並不是開除。

四、受訓學員若認為訓練課程不再適合本人的需要，受訓人有義務儘早讓班主任知道，自請退出訓練班。本訓練班之成功，頗有賴於社會各方面之合作。本班因限於學額，以致仍有合格申請人，未能一一收錄。為公道計，班裏一有空額，應試儘速補收新學員。所以：有意退出的人，務請早早聲明。

五、在實地實習的時候，受訓學員必需和參與本訓練課程的各餐館充份合作；表現一種同舟共濟，敬業樂群的精神。

六、依聯邦政府敎育部使本班得以開辦的撥款議定書規定：受訓學員得領受大約相當於最低工資的補助金。這種補助金是因為受訓人上課而給予的。這既不是工資，也不該和工資相比並論。

七、本訓練計劃共有八百四十小時的課程。因為課目緊凑，除非事故迫切，學員不得缺席。不論有故或無故之缺席，都可能影響到學員的中止受訓。這條規定所以如此嚴格，是因為八百四十小時的課程，僅僅足夠訓練計劃辦的完滿成功。

八、為了養成受訓人將來在餐館業正常工作的習慣，本班上課和實習時間，不論是假期或是週末，都一例排定節目。因此，受訓人要預作準備，能在慣常的假日或週末，參加訓練節目，不以上課實習為苦。

九、在收到聯邦政府撥發之補助金之前，華美協進社不能墊發，實亦無此責任。如有撥款延緩情事，華美協進社亦無責任；可是一收到補助款項，就會儘早分發給受訓人。

十、受訓人結束受訓課業後，華美協進社並無責任安置他就業；但願盡力介紹協助，受訓人不得預存一種想望，以為一旦結束受訓，便可做大師傅首席掌厨或二厨。本社必須清清楚楚申明：掌厨或二厨職位，能不能得到，要看受訓人的天資，以及在受訓期間所學到的手藝如何。

以上的十條文字，本人都慎重地讀過，也充份瞭解各句的意思。本人願意遵守上面的規條以及班主任從今以後給本人的口頭或是書面的指示。

姓　名：＿＿＿＿＿＿＿＿＿＿

（正楷寫清楚）

簽　字：＿＿＿＿＿＿＿＿＿＿

年月日：＿＿＿＿＿＿＿＿＿＿

China Institute in America, Inc.
125 East 65th Street, New York, New York 10021 (212) 744-8181

BILINGUAL VOCATIONAL TRAINNNG PROGRAM
STUDENT AGREEMENT

1. China Institute has operated its Bilingual Vocational Training Program for Chefs since the fall of 1975. The emphasis of this program is on practical vocational training and survival English. The program is designed for people who have the greatest need for this type of training. The curriculum of the program will be explained to all trainees at the beginning of the course of training.

2. There will be no discrimination in the personnel or admissions policy of the program on account of age, sex, religion or national origin.

3. If in the judgement of the Faculty Committee--consisting of program administrators and instructors--a trainee is not cooperating fully or benefiting from the program, the Program Director will warn the trainee that his/her continuing participation in the program is in jeopardy. Should the Faculty Committee determine that a trainee is no longer willing or able to benefit from this program, he or she will be terminated by the Program Director without recourse. There is no stigma attached to termination from this program. It should be understood that termination from the program is not expulsion.

4. Should a trainee decide that the program is no longer suited for his/her needs, it is incumbent upon the trainee to make this known to the Program Director and to withdraw from the program without delay. The success of the program is dependent to a great extent on the cooperation of the community at large. In fairness to the great number of applicants who were qualified but could not be accepted due to lack of space, the Institute would like to fill any vacancies that may occur at the earliest possible moment. Therefore China Institute would appreciate notice from a trainee if he or she should intent to withdraw from the program.

5. During the field practice period of the training program, a trainee must fully cooperate with the participating restaurants and maintain a spirit of understanding and dedication.

6. Under the grant agreement with the United States Department of Education which makes this program possible, each trainee

receives a subsidy which is roughly equivalent to the minimum wage. This subsidy is provided for each trainee to make it possible for him/her to participate in this program. This subsidy is not a wage and should not be so considered.

7. The program consists of 840 hours of training. Because of the compressed nature of this program, absence from the program is strictly limited to extremely urgent causes. Absence with or without cause may subject the trainee to termination of training. The reason for this very strict rule is that 840 hours of training is barely sufficient for successful completion of the program.

8. For the purpose of developing proper working habits for the industry in which he/she will be working, this crash course is given without regard to holidays, weekends and the like, Therefore a trainee should pre-condition himself/herself so that he/she can participate during customary holidays and weekends without prejudice and without considering classes or work on these days to be a hardship.

9. The Institute is in no position nor is it obligated to remit a subsidy to a trainee in advance of the receipt of grants to cover the subsidy from the federal government. The Institute is not responsible for any delay that takes place before receipt of such monies by the Institute. Once the subsidies are received by the Institute, it will do everything possible to expedite their remittance to each trainee.

10. China Institute has no obligation to place trainees after the completion of the course. However, the Institute will try its best to do so. A trainee must not harbor the thought that he/she will become first or even second chef after this crash course. The Institute must make it unmistakably clear that such positions depend on inherent talent and social amenities as well as on the technical skills acquired during the program.

I have read the above statements carefully, understand them clearly and pledge to observe the above stated rules of the program and other instructions given to me, either orally or in writing, by the project director of this program.

Name:________________________

Signature:____________________

Date:________________________

學 號

BI-LINGUAL VOCATIONAL TRAINING PROGRAM REGISTRATION FORM
雙語專業訓練班註冊單

Name: (中文)
姓名: Last name 姓 First 名

Sex: Age: Place of Origin
性別: 年齡: 籍貫:

Address: Zip code:
住址: 郵區號碼:

Telephone No.:
電話號碼:

Social Security: Green Card No.:
社會安全證號碼: 永久居留證:

Unemployment/Welfare Benefits: Year Ending:
目前無業/領受救濟: 終止年

Do you have a bank account?
銀行存款户有嗎?

Do you have any health insurance plan? Medicaid?
有無健康或醫療保險 醫葯濟助

Nearest relative to contact in case of emergency: Name:
設有險急,應通知最近親屬之姓名,

Address: Tel. No.:
及住址: 電話號碼:

Date: Signature:
年 月 日 簽字

雙語專業廚師訓練班入學申請表
Bilingual Vocational Training Program For Chinese Chef Application Form

填表須知
Instructions on how to fill the form:
1. Please print your name and fill out the form completely.
2. Do not forget to sign your name and the date.
3. If you have any questions, ask the instructor in charge.

一. 請用正楷詳細填寫下列表格(共五頁)
二. 別忘了在最後一頁簽名和填上日期.
三. 如有任何疑問. 隨時向在場工作人員提出.

PERSONAL DATA

英文姓名: ______________________ 名First Name M.I. 姓Last Name

中文姓名: ______________

Present Address: 現在住址:

☐ verify 有証明

______________________________ ________
号碼Number 街名Street 公寓Apt.

____
市 City 州 State 邮区号碼Zip Code

電話号碼:
Telephone Number ____________________

日间上班時有人接听並可以傳話給你的電話号碼
Telephone Number where we can contact you during the day ____________________

生日 Date of Birth _____月Month ____日Day 19__年Year

出生地/ Place of Birth: ☐美國 America ☐中国 China ______ province省 ☐香港 Hong Kong ☐其他 Other ______________

目前身份 Present Status: ☐公民/ Citizen ☐永久居民/ Permanent resident ☐正在申請居留 Applying for permanent resident

永久居民或公民卡号碼:
Green Card or Citizenship Registration Number ____________________ ☐有証明 Verify

社会安全卡(工卡)号碼:
Social Security Number ____________________ 或正在申請中 or currently applying for ☐是 YES ☐否 NO

何時入境美国
When did you come to the United States? _____月Month ____日Day 19__年Year

以何身份入境
Reason for coming: ☐移民 Immigrant ☐难民/ Refugee ☐商務 Business ☐留學 Study ☐旅遊 Visit ☐其他 Other

誰担保你來美:
Sponsor's name: ____________ 職業 Occupation ________ 年薪 Annual Income _______ 關係 Relation _______

EDUCATIONAL BACKGROUND 學歷

在学時間
Years in school? □ 1 - 6年 □ 7 - 8 □ 9 - 10年 □ 11 - 12年 □ 超过12年 over 12 years

由 From ____________ 至 To ______________ 学校所在地: Place ____________________

是否有高中畢業証明?
Graduated with a High School diploma/certificate? □ 有 YES □ 無 NO

在美期间是否曾上学或上課接受訓練
Have you had any school or training in the U.S.A.? □ 是 YES □ 否 NO

如有, 何种課程:
If yes. What? ______________________________ 是否畢業 Graduated □ 是 YES □ 否 NO

上課地点:
Where? ______________________________ 是否有文憑 Diploma/Certificate recieved

上課期间:
How long? ______________________________ □ 有高中文憑 H.S./GED □ 有其他文憑 others______

EMPLOYMENT HISTORY 工作经歷(包括来美前及来美後)

目前是否在工作
1. Are you presently employed? □ 是 YES □ 否 NO

如在工作, 机構名称及地址:
If yes. Name and Address of Organization ______________________________

工作電話
Telephone Number ______________________

職位
Job Title ______________________________

何時開始工作:
Date Employed ______________________________

工資
Income ______ 時薪 hour ______ 週薪 week ______ 月薪 month ______ 年薪 year

每週工作時數
Hours worked per week □ 少於35小時 less than 35 hrs □ 35小時 35 hrs/wk □ 超过35小時 more than 35 hrs

現在是否領取
2. Currently recieving:

□ 公家福利 Public Assistance Benefits □ 失業金 Unemployment Insurance Benefits □ 否 None

如領取中, 領取期间多久?
If yes. How long? ______________________ 領取金額多少? How much? ____________

最近六個月的收入多少?
3. What is your income for the last six months? ______________________

过去五年的工作经歷, 先寫今年的. 再依次列出去年. 前年. 三年前及四年前的.
List all working experience within the past 5 years. Write the most recent first.

机構名称 Name of Company	日期 Date	工作性質 Type of Work	每週工作時數 Hrs/wk	週薪 Salary	離職原因 Reason for Leaving
	由 From 至 To			wk	
	由 From 至 To			wk	
	由 From 至 To			wk	

FAMILY BACKGROUND 家庭概況

父親姓名：Father's Name ______________ 年齡 Age __ 地址：Address ______________________

工作 Job ______________________ 年薪 Annual Salary ____________

母親姓名 Mother's Name ______________ 年齡 Age __ 地址：Address ______________________

工作 Job ______________________ 年薪 Annual Salary ____________

你是否与父母同住？
1. Do you live with your parents? □ 是 YES □ 否 NO

你是否負担父母生活費用
2. Do you support your parents? □ 是 YES □ 否 NO

你是否有兄弟姐妹？
3. Do you have any brothers or sisters? □ 有 YES □ 無 NO

如有，共幾人？ If yes. How many? ___ 他們的年齡是：How old are they? ___, ___, ___, ___, ___, ___

其中幾人是學生 How many are students? __ 幾人在工作 How many are working? __ 幾人在美國 How many are in U.S.A.? __

婚姻現況
4. What is your marital status? □ 單身 Single □ 已婚 Married □ 離婚 Divorced □ 分居 Separated □ 配偶已去世 Widow/widower

如已婚，配偶姓名：If married. What is your spouse's name? ______________________ 年齡 Age ___

配偶現在美國嗎？ Is he/she living in the U.S.A. with you? □ 是 YES □ 否 NO

配偶現有工作嗎？ Is he/she currently employed? □ 有 YES □ 無 NO

如有，那种工作？ If yes. What is his/her occupation? ______________________

年薪多少？ What is his/her annual income? ______________________

你有子女嗎？
5. Do you have any sons or daughters? □ 有 YES □ 無 NO

如有，共幾人？ If yes. How many? ___ 他们的年齡是：How old are they? ___, ___, ___, ___, ___, ___

其中幾人是學生？ How many are students? ___ 幾人在工作？ How many are working? __ 幾人在美國？ How many are in U.S.A.? __

受你扶养者（以报税單上所填报為準）
6. Number of dependents in your household? □ 無 None □ 1 □ 2 □ 3 □ 4 □ 5 or more

GENERAL INFORMATION

你的專長或技能是些什麼？
1. Do you have any special skills? What are they?

____

____

來美後，你曾在餐館工作过嗎？在餐館工作期間，你做些什么工作？
2. After arriving in the U.S., have you worked at any restaurant? What did you do there?

____

____

你為什么来參加此訓練班？你想從訓練班學些什么？得些什么？对你有什么幫助？
3. Why did you apply for this training program? What did you expected from it?

____

____

____

訓練結業後，你有些什么計畫？（可有一個以上的選擇）
4) What are your plans after this training? (May have more than one choice)

☐ a) 在餐館廚房工作 find a job in a restaurant related to cooking
☐ b) 繼續學多些英語 learn more English
☐ c) 參加別的訓練班，attend another training program
☐ d) 目前仍未決定 undecided at this moment
☐ e) 其他（請說明）others ____________________________

結訓後找到的第一個工作，你希望拿到多少工資？（填一欄即可）
5. Salary expectations for the first job after completing training?

______ 時薪 hour ______ 週薪 week ______ 月薪 month ______ 年薪 year

6. Indicate your proficiency in the English Language?

你的英語程度是：	完全不會 None	只會單字 Only words	只會簡單句子 Sentences	流利 Fluent
a) reading 看	☐	☐	☐	☐
b) writing 寫	☐	☐	☐	☐
c) listening 听	☐	☐	☐	☐
d) speaking 說	☐	☐	☐	☐

你學过多久的英語？
7. How many years have you studied English?

☐ 沒學过 None
☐ 1 - 3 月 months
☐ 4 - 6 月 months
☐ 7 - 12 月 months
☐ 1 - 2 年 years
☐ 二年以上 over 2 years

在那裡學的？ Where ________________________

你會說或懂得那幾種中國方言？
8. What are the Chinese dialects that you understand and/or speak?

☐ 國語，普通話 Mandarin
☐ 廣東話 Cantonese
☐ 台山話 Toishanese
☐ 上海話 Shanghainese
☐ 台灣話 Taiwanese
☐ 其他方言：Others __________________

除中英文外.你还會其他那些語言文字?
9. Do you know any other foriegn languages beside Chinese and English?

____

____

你的身体状况可举持重物及長期站立勞力工作嗎?
10. Are you in the physical condition to do heavy lifting and long hours of labor while standing? □是 YES □否 NO

你有駕車牌照嗎?
11. Do you have a driver's license?
□有 YES 如有照,你有車嗎? If yes. Do you have a car? □有 YES □無 NO
□無 NO

你是怎么知道有这個訓練班的?
12. How did you find out about the program?
□ 听廣播 Radio broadcast
□ 看报纸 Newspaper
□ 听親戚,朋友說起 Relatives/friends
□ 听舊學員說起 Previous trainee

你曾经来此訓練班报过名嗎?
13. Have you ever applied for this training program before?
□来过 YES 何时来报过名? when? _______________
□没 NO

你有親戚朋友曾参加此訓練班受过訓嗎?
14. Do you have any relatives and/or friends who graduated from this training program?
□有 YES 如有,請写出他的姓名: If yes. Name of former trainee _______________ 何时参加的 when? _______
□無 NO

請談些有関你自己的事(你的生平,嗜好,求學経歷,困难,人生目的,将来的計劃及发展等)
15. Briefly tell us something about yourself.

____

____

____

____

____

以上各項,本人据实填写,特鄭重申明並簽名保証.
I do solemnly declare that all above information contained in this form is true and correct to the best of my knowledge.

簽名: Signature _______________________ 日期: Date ___月 Month ___日 Day ___年 Year

APPENDIX E

Field Practice Orientation Plan and Monitoring Forms

China Institute in America
Bilingual Vocational Training Program for Chinese Chefs

ORIENTATION PLAN ON TRAINEES' FIELD PRACTICE

I. Applicants are informed with the application announcement in Chinese news media.

II. Orientation during application and interview periods

III. Orientation during the first two weeks

IV. Intensive orientation on field practice two weeks before field practice

- why need field practice

- what attitude should trainee take in order to learn/benefit the utmost from the field practice

  a. patience/tolerance
  b. learn everything-doing is learning/gaining
  c. observing/listening effective means of learning
  d. learn from the basic/fundamental (from the simplest task)
  e. intern/apprentice
  f. get along with the supervisor and the co-workers
  g. be on time/ be available

- schedule for the field practice

  a. 50 hours/week
  b. go along with the restaurants' schedule
  c. consult the supervisor

- (option of) change field practice restaurant

- about the restaurants:

  a. restaurants are different in terms of the size of the staff
  b. " locations
  c. " regional cooking
  d. " prices of the offerings(dishes)
  e. " ownership(personnel organization)
  f. " hours of opening/busy hours

- monitor and evaluation forms

  a. time sheet
  b. evaluation

Field Practice Restaurant Assignment Form

RESTAURANT TELEPHONE NO. ADDRESS MANAGER/CHEF		
STUDENT ASSIGNMENT		
RESTAURANT TELEPHONE NO. ADDRESS MANAGER/CHEF		
STUDENT ASSIGNMENT		

2ho

City Luck 127 East 54th St. N.Y. 10022 832-2350
Golden Duck House 835 East 51st St. N.Y. 10022 308-2880
Wok 47 141 East 47th St. N.Y. 10020 759-7102
Uncle Tang 227 East 45th St. (2nd & 3rd Ave.) N.Y. 10017
Sea Wok 325 Greenwich St. N.Y. 10013 925-5445

Yip's 18 Beaver St. N.Y. 10004 480-9010
Peking Duck House 22 Mott St. N.Y. 10013 227-1810/1
Qi Lin Rest 20 Mott St. N.Y. 10013 964-0380/1 Not on Thursday
Great Shanghai 27 Division St. N.Y. 10013 966-7663

Chef Ho's Hunan House 1546 3rd Ave.(87th St.) N.Y. 10028 348-9444/5
Kam Tong 1378 1st Ave. (Bet. 73rd & 74th St.) N.Y. 10021 628-0709 Not on Wednesday
China West 212 West 72nd St. N.Y. 10023 362-2100 Not on Thursday
Peking Duck West 199 Amsterdam Ave.(69th St.) N.Y. 10023 799-5457

Fu Sing 4159 Broadway Ave.(176th St.) N.Y. 10033 928-9174
Fon Lee 307 West 38th St.(8th & 9th Ave.) N.Y. 10018 695-2589
Beijing Duck House Fast Food 1 Herald Sqare 34th St. N.Y. 10001 736-3280/3308
Chen's Hall 8-10 Murray St. N.Y. 10038 406-1276

#1 Chinese Cuisine 40-08 82nd St. Elmhurst, Queens 11373 718-478-7445

敬啓者： 華美協進社自辦雙語廚師訓練班以
來，貴館給予學員實習的機會、造就人才、本
社由衷感激。 現在一九八五年度第廿九期學員
於完成課室英文及烹飪課程後、將於 五月五日
星期一開始餐館實習課程。 因此本社仍請
先生如以往一般襄助本社、給予本屆學員到
貴館實習的機會、想必承善意惠允、先此函
達，並申謝意。 此上

先生

雙語廚師訓練班敬啓
一九八六年 四月 七日

April 7,1986

Dear Sir:

I am writing at this time to thank you for your cooperation with and assistance to China Institute's Bilingual Vocational Training Program.

The trainees in our 1985 - 1986 training program have completed the twelve weeks of classroom instruction. Now they are ready for field practice.

By giving our trainees this opportunity to observe and work in your kitchen, you have contributed a great deal toward their education and have helped them to prepare for worthwhile careers.

I am most appreciative of your interest and sincerely hope that you will continue to participate in our program.

Sincerely,

Sara Su Ma

Sara Su Ma
Project Director
Bilingual Vocational Training Program

華美協進社
China
Institute
in America, Inc.
125 East 65th Street, New York, N.Y. 10021
212-744-8181

Dear Sir:

This is to introduce our student/students from our Bilingual Vocational Training Program at China Institute who is/are starting in-service training at your restaurant.

We thank you heartily for giving us so much help and we hope you will let us know about the progress of the student/students.

Thank you again for your cooperation.

Sincerely,

Sara Su Ma

Sara Su Ma
Project Director
Bilingual Vocational
Training Program

惠鑒

謹介紹本班學員

君趨前奉謁、敬請

惠予導引，不勝感紉．專此

敬頌

日安

雙語廚師訓練班敬上．

一九 年 月 日

雙語厨師訓練班學員實習時間表

BILINGUAL VOCATIONAL TRAINING PROGRAM FOR CHEFS
FIELD PRACTICE TRAINING TIME SCHEDULE

餐館名稱
Name of Restaurant:

負責人
Person in Charge:

學員姓名
Name of Trainee:

每天工作時間
Daily Working Hours:

Date 日期: __月__日至__日	開工時間 Time to start	收工時間 Time to finish	總工作時間 Total hours worked	負責人簽名 Person in charge
星期日 Sun.				
星期一 Mon.				
星期二 Tues.				
星期三 Wed.				
星期四 Thur.				
星期五 Fri.				
星期六 Sat.				

註：學員每天工作規定是 10 小時，每星期五天。請負責人合作每天把記錄表填妥，然後用附上的回郵信封寄返本社。

Trainee is required to work 10 hours daily. Five days a week. Please fill in the above form and return to us in the stamped envelope. Thank you for your cooperation.

雙語廚師訓練班學員實習評議表
BILINGUAL VOCATIONAL TRAINING PROGRAM FOR CHEFS
FIELD PRACTICE TRAINING EVALUATION

餐館名稱
Name of Restaurant:

負責人
Person in Charge:

學員姓名
Name of Trainee:

日期
Date:

I. 工作態度
Work Attitude: _____ 好 Good _____ 普通 Average _____ 不好 Not Good

II. 工作能力
Work Performance:

_____ 樂意工作 Willing to work _____ 普通 Average _____ 不樂意工作 Not willing to work

_____ 有耐力 Endurance _____ 普通 Average _____ 無耐力 No endurance

_____ 能與人相處 Cooperative _____ 普通 Average _____ 不能與人相處 Not cooperative

III. 其他
Other Comments:

負責人簽名
Signature of Person in Charge: ______________________________

註：學員每天工作規定是 10 小時．每星期五天．請把以上評議表填妥簽名．然後用附上的回郵信封寄回本社．

Trainee is required to work 10 hours daily, five days a week. Please fill in the above form and return to us in the stamped envelope. Thank you for your cooperation.

雙語廚師訓練班
China Institute in America
Bilingual Vocational Training Program

餐館実習探訪學員及負責人 會商表
Conference with the Trainee and the Restaurant Supervisor

Name of trainee: ______________________ English 英文 (Chinese 中文)
學員姓名

Date of visit: ____________________

Name of restaurant: ______________________________

Address: ____

Visited by: ____________________ Signature: ____________________

____________________ ____________________

Restaurant Supervisor: ____________________

餐館負責人簽名 Signature: ____________________

Comments: ____
評議
____

____

____

____

____

____

____

APPENDIX F

Counseling Procedures
Job Placement Plan
Counseling and Employment Recording Form
Employability Materials

CHINA INSTITUTE IN AMERICA
Bilingual Vocational Training Program

COUNSELING PROCEDURES: TEAM EFFORT AND BILINGUAL INSTRUCTION

I. During recruitment period (application days and interview days):

1. orientation to the program (skills, jobs and work environment...)

2. individual counseling and referral to supportive services (ESL programs, other vocational training programs, housing services...)

II. During the classroom training period:

1. team effort (The program has a counseling coordinator, not a counselor) All BVTP staff members share the counseling responsibility.

2. group counseling session: detailed orientation to the program, on learning attitude, program expectations, working expectations, working attitude...

3. informal counseling: Coordinator and staff members are with trainees not only during class periods but during breaks and lunch hours. During the informal gatherings with individuals and small groups, staff help them with personal, program, and job-related problems.

4. Counseling Coordinator observes and meets individually with the trainees to discuss their progress; where special difficulties are identified, he confers with other staff members on ways in which individual trainees can be helped; he also arranges private tutoring and counseling sessions to assist trainees with learning and personal problems.

III. During field practice period:

1. Coordinator and one staff member regularly visit the restaurants for conferences with the trainees and restaurant personnel.

2. One day each week, trainees come back to the Institute where they discuss their learning problems and working experience in the restaurants in a group session and in private with BVT staff.

3. Intensive occupational counseling is provided with consideration given to each individual's background and cooking skills as well as to his/her English language facility. Trainees are provided with instruction on workplace rules and policies, expectations of employers and co-workers, job search, job application, and job interviews.
The staff also provide trainees with interview follow-ups, conduct follow-up with employers and on former trainees.

CHINA INSTITUTE IN AMERICA
Bilingual Vocational Training Program

JOB PLACEMENT PLAN: TEAM EFFORT

I. Orientation on World-of-Work and instruction on workplace rules and policies, expectations of employers and co-workers....

II. Counseling on all aspects of trainees' job preparation: working attitude, working expectations, time and schedule on job, employee/employer communication, job search, job application, and job interviews....

III. Field Practice: trainees gain first-hand working experience and expand their employment network

1. The coordinator is responsible for liaison with restaurants participating in the field practice portion of the program; maintaining/up-dating the list of participating restaurants.
2. The coordinator, consulting with the Vocational Instructor, makes field practice assignments.
3. The coordinator and one staff member monitor each trainee's performance by regularly visiting the restaurants for conferences with the trainees and restaurant personnel.
4. In the middle of the 7-week field practice period, each trainee can request to work in a different restaurant. Therefore, they expand their working experience and know more people in the field.
5. Quite a few of trainees are hired by the end of the field practice period.
6. Establish trainees' counseling and employment records and trainees' directory.
7. Intensive occupational counseling is provided with consideration given to each individual's background and cooking skills as well as to his/her language facility and long-term career goals.

IV. Job Development/Placement:

1. letters sent to restaurant owners/managers announcing a new group of graduates from our BVTP ready to be employed
2. newsletter sent to participating restaurants and former trainees announcing the new graduates and requesting information on job opportunities.
3. job development record established
4. evaluate, select and place the trainees
5. follow-up: interview follow-up, employment follow-up, 3-month follow-up, 6-month follow-up (if possible), follow-up with employers and on former trainees

CHINA INSTITUTE IN AMERICA
BVT Trainee Counseling & Employment Record

Name: ______________________ Chinese Name: __________ Term:
Last First M.I.

Address: ______________________________

Tel: ( ) ____________ Social Security Number: ____________

Date of Birth: ____________ Height: ____________ Weight: ____________

Marital Status: ____Single ____Married ____Divorced ____Widow ____Widower

Number of dependents: ________ Number of Children: ________ Ages: ________

Educational Level: ________ years Languages: ____Chinese ____Cantonese ____Other: ________

English level: Having studied English for ________year(s) ________month(s) before came to China Institute's Chef Training Program.

* Eng.Screening ______ Pretest ______ Post test WRITTEN ORAL ________ Average ________

Work Experience:

	date/period	position	employer
1.	5/86-6/86		
2.			
3.			

Salary desired range: $ ________ monthly

Skills: Chinese cooking,

Contact in Emergency: Name ____________ Relationship: ________ Tel:( ) ________

Willing to work in: ________ out of town restaurant in tri-state area (return home to NY city once a week)
________ small town in far away states
________ big cities in far away states

Types of restaurant willing to work: ______ Chinese ______ American ______ Japanese ______ Hotel
______ fast-food ______ take-out

Obstacle to employment: (Parents are old, single parent, criminal record, no heavy lifting.....

* Referral to Unsubsidized Employment:

Date	Position	Employer	Result (Accepted)	Starting Date	Rejected Reason

Practice Job Application Form

Fill out.

BEST BOX COMPANY • APPLICATION FOR EMPLOYMENT

Please Print
PERSONAL DATA

Social Security Number

Last Name	First Name	Middle Initial	Maiden Name	Marital Status
Present Address	City	State	Zip Code	Telephone
Permanent Address	City	State	Zip Code	Telephone

EMPLOYMENT DESIRED
Position

Work Preferences
☐ full time
☐ part time
☐ day shift
☐ night shift
☐ swing shift

Availability

Have you ever applied here before? When?

Referred by:

see p. 58

EDUCATION Name of School	Location	No. Years	Dates: From – To

see p. 51

EMPLOYMENT HISTORY (Start with your present job)

Employer	Address	Dates	Position

May we contact your present employer? Mgr's Name Phone

see p. 53

SKILLS Special Skills

Driver's License
Yes ☐ No ☐

Certificates Held

Foreign Languages Spoken

Organizations, Clubs

see p. 50

REFERENCES List three people who know you well.

Name	Address	Telephone	Relationship

see p. 53

In case of emergency notify:
Name Address Telephone

DATE

SIGNATURE

INTERVIEW

1. Can you speak English? *a) Yes, I can. or No, I can't.*
   Do *b) Yes, I do. or No, I don't.*

2. What kind of job are you looking for? *I would like to be a*
   1) cook.
   2) waiter.
   3) bartender.

3. Are you working now? *a) Yes, I am. or No, I'm not.*

4. What do you do? *I'm a cook at the Four Seasons.*

5. How long have you been working there? *Three months.*

6. Tell me about your education and any special training you have had.

   (A) I graduated from (1) High School in China in 1979.
   (2) Junior High School
   (3) Elementary School

   (B) After I came to this country, I studied cooking at the China Institute for six months. I graduated in June.

7. What hours can you work? *1) Anytime, day or night.*
   2) I'm fairly flexible.

8. What kind of food can you cook? *I can cook various types of Chinese food.*
   For example: Cantonese and Szechuan.

9. Why do you want to change your job? *The hours are too long.*

10. Do you have any questions about the job? *No, I don't.*

QUESTIONS FOR JOB INTERVIEWS

1. How do you do?
2. How are you?
3. What's your first name?
4. How do you spell your last name?
5. Where do you live?
6. What's your address?
7. How long have you been living at your present address?
8. What's your zip code number?
9. What's your telephone number?
10. Is there another telephone where we can reach you?
11. Where do you come from?
12. How long have you been in the United States?
13. Are you a citizen?
14. Do you intend to become a citizen?
15. Are you a high school graduate?
16. How many years of schooling have you had?
17. How old are you?
18. When were you born?
19. Are you married?
20. What's your spouse's name?
21. What is your marital status?
22. What do you do for a living?
23. Are you working now?
24. Where?
25. Do you have a part-time job now?

26. Are you looking for permanent work?

27. Do you know how to operate any office or shop machines?

28. What are they?

29. Are you a union member?

30. Do you have any relatives in the United States?

31. Do you have any brothers and sisters?

32. Do you live in a house or an apartment?

33. Do you have a driver's license?

34. Why did you leave your country?

35. Why did you come to the United States?

36. What did you do on your last job?

37. How did you find out about our job opening?

38. Why do you want to work for this company?

39. What are your future plans?

40. Do you have any relatives or friends in our company?

41. What starting salary would you expect?

42. When can you begin to work for us?

43. Have you ever been arrested?

44. Have you ever taken drugs?

45. What kind of work are you doing now?

Resume

Leung, Cai - Sheng
100 Cook Street Apt. 3D
Rice, N.Y. 22233
(212) 999-0000

EXPERIENCE

April - July	Cook	Tom's Shangri-La Restaurant 237 Madison Ave. New York, New York 10016 Prepared food; took inventory
March - April	Cook	Oriental Gourmet 393 7th Avenue New York, N.Y. 10001 Prepared food; took inventory; ordered supplies

EDUCATION

1982 - 1983	Attended training program for chefs at the China Institute 125 East 65th Street New York, N.Y. 10021
1974	Graduated from Senior High School in Canton, China

PERSONAL

Born in China on December 5, 1956. Presently, a permanent resident in the United States.

SPECIAL SKILLS

Broiling, barbecuing, stir-frying, carving vegetables for garnishing; chopping, cutting, shredding meat and vegetables.

APPENDIX G

Job Development Materials and Form

華美協進社
China
Institute
in America, Inc.
125 East 65th Street, New York, N.Y. 10021
212-744-8181

Dear Restaurant Owner/Manager:

We are pleased to inform you that a group of chefs has recently graduated from our vocational training program. These chefs went through thirteen weeks of intensive classroom instruction in restaurant style cooking as well as spoken and written English. In addition to cooking and English, they studied nutrition, sanitation and sanitation laws, customer service, and kitchen economics, procedures and techniques. As a follow-up to classroom instruction, the students spent seven rigorous weeks as apprentice cooks at various restaurant in the metropolitan area.

Well trained, versatile and adept, our students are now ready to join the work force as qualified restaurant workers. We will be more than willing to share our list of candidates with your establishment to fill any vacancies you may have. Feel free to contact us anytime at (212) 744-8181 Ext. 111 , 110 , 109.

Sincerely,

Placement Staff
Bilingual Vocational
Training Program
China Institute in America, Inc.

敬啓者：華美協進社舉辦的雙語專業廚師訓練班、已經有畢業的學員待聘了。

學員們先在課室裡上　個星期的課、學英文以及中國餐館水準的烹調。學員們也讀了營養學、清潔衛生及衛生法規、如何採購食品、不浪費材料以及廚房工作程序和技巧等功課。課堂學習完畢、學員們又受了　個星期的餐館實習訓練、在紐約市區許多中國餐館輪流着像學徒一樣地勤懇工作。因此、學員們對中國餐館各式各樣的京、滬、川、湘、寧、粵烹調技術以及服務程序都熟習了。

華美協進社同仁深信我們的學員在各式各樣的餐館服務、都能勝任、因為學員們工作勤、學得快、也受了良好的訓練。

貴處如考慮添聘廚師、或是加雇廚房工作人員、請您想到本社雙語專業廚師訓練班的畢業學員。他們敦品篤學、努力工作、精通各式烹調、又能適應各種環境。

您如有意、請隨時打電話給我們、或通信連絡、我們會儘快的在待聘學員中替您找到合適的廚房工作人員。

敬祝

鴻發

電話：744-8181

華美協進社

雙語專業廚師訓練班　敬啓

一九八　年　月　日

CHINA INSTITUTE IN AMERICA
Bilingual Vocational Training Program

30th Term
[illegible]ptember 21 - February 10, 1987 STUDENT DIRECTORY

Student's Name	Address	Home Phone
Cai, Ting Biao (Bill) 蔡廷標	30-40 44th St. L.I.C. NY 11103	(718) 956-9223
Chen, Chang Yi (Dan) 陳暢儀	5510 7th Ave. Brooklyn, NY 11220	(718) 853-1167
Gao, Jian Bin (Alan) 高劍濱	30-03 93rd St. Jackson Heights, NY 11369	(718) 565-1167
He, Jing Sheng (Sam) 何景生	38 Gouverneur St. Apt. #6C, NY, NY 10002	(212) 732-1756
Huang, Chang Hui (Joe) 黃創輝	21 Eldridge St. 4th Fl. NY, NY 10002	(212) 966-7399
Wong, Wo Kwai (Roy) 黃和貴	4324 44th St. & 4th Ave. Brooklyn, NY 11232	(718) 768-3956
Huang, Zhi Qiang 黃志強	7809 20th Ave. Brooklyn, NY 11214	(718) 331-3139
Jung, Yolk Hay (Henry) 曾旭喜	922 East 15th St. Apt. 4B Brooklyn, NY 11230	(718) 253-6417
Lam, Yuen Sang (Alex) 林遠生	199 Henry St. Apt. #8 NY, NY 10002	(212) 475-4585
Li, You Xiang (Peter) 李友祥	1860 E. 12th St. Apt. #B10 Brooklyn, NY 11229	(718) 336-5290
Liao, Bo Xian (Bob) 廖博賢	380 Grant Ave. Brooklyn, NY 11208	(718) 235-7462
Lin, Zhao Qiang (Leo) 林兆強	37-63 63rd St. Woodside, NY 11377	(718) 899-3544
Ng, Kin Kuen (Kenny) 吳建權	1731 W. 4th St. 1st Fl. rear Brooklyn, NY 11223	(718) 376-4670
Tsang, Kwok Wai (William) 曾國偉	64 Rutgers St. Apt. 1513 NY, NY 10002	(212) 267-5907
Tse, Pak Lin (Jim) 謝柏年	35-19 90th St. Jackson Heights, NY 11372	(718) 898-7398
Wen, Ze Ming (Fred) 温泽明	85-09 54th Ave. Elmhurst, NY 11373	(718) 565-5476
Wong, Kam Hing (James) 黃錦庆	316 Ave. W 1st Fl. Brooklyn, NY 11223	(718) 376-9265
Xu, Hui Min (Tim) 許惠民	36-14 Crescent St. L.I.C. NY 11106	(718) 706-7018
Zhang, Zi Mian (Jack) 張自勉	1073 Nostrand Ave. Brooklyn, NY 11225	(718) 773-2139
Zhou, Guo Ping (Mike) 周国平	2176 E. 22nd St. Brooklyn, NY 11229	(718) 615-1175

Job Development Record

1. Date of contact:
2. Date of job opening:

3. Restaurant name:

4. Location:

5. Person to contact:

6. Telephone: (Rest.) ( ) -
(Home) ( ) -

7. How to get there:

8. Job Title:

9. Salary: Weekly Monthly

10. Working hours: days/week from to * day off

Restaurant hours: open days/week from to

11. Benefit: Board--
medical insurance--
tax--

12. Requirement: English--
experience--
skills--

13. Trainee sent: Name-- Date--

14. Result: get the job--

a second trainee sent--

15. Other concerns:

APPENDIX H

Follow-up Form and Materials

CHINA INSTITUTE IN AMERICA
Bilingual Vocational Training Program

3-month follow-up:

6-month follow-up:

TRAINEES PLACEMENT RECORD

30th Term
Sept. 21, 1986 - Feb. 10, 1987

		Address of the restaurant/employer
Cai, Ting Biao (Bill)	蔡廷標	
Chen, Chang Yi (Dan)	陳暢儀	
Gao, Jian Bin (Alan)	高劍濱	
He, Jing Sheng (Sam)	何景生	
Huang, Chang Hui (Joe)	黄創輝	
Wong, Wo Kwai (Roy)	黄和貴	
Huang, Zhi Qiang	黄志強	
Jung, Yolk Hay (Henry)	曾旭喜	
Lam, Yuen Sang (Alex)	林遠生	
Li, You Xiang (Peter)	李友祥	
Liao, Bo Xian (Bob)	廖博賢	
Lin, Zhao Qiang (Leo)	林兆強	
Ng, Kin Kuen (Kenny)	吴建權	
Tsang, Kwok Wai (William)	曾國偉	
Tse, Pak Lin (Jim)	謝柏年	
Wen, Ze Ming (Fred)	温泽明	
Wong, Kam Hing (James)	黄錦庆	
Xu, Hui Min (Tim)	許惠民	
Zhang, Zi Mian (Jack)	張自勉	
Zhou, Guo Ping (Mike)	周国平	

華美協進社
China Institute in America, Inc.
125 East 65th Street, New York, N.Y. 10021
212-744-8181

October 11, 1984

Dear Graduates:

This year the Bilingual Vocational Training Program at China Institute in America has entered its 10th year. During these 10 years many of you graduates have gone all over America to become chefs and to open your own restaurants. We are interested in knowing more about your situation at present so that we may be able to help you and others to find work. To do this we are making a list of your names and addresses. This will help us keep closer contact with you when we have job openings or know of qualified personnel for your restaurants. Could you please help by sending us the information on the form as soon as possible. Just mail the enclosed letter in the pre-stamped envelope.

Please send us the form even if you are presently not working, or if you only have a temporary job. If you are interested in working in a restaurant, opening a restaurant, or need qualified personnel for your restaurant please contact us. We have many contacts and hope that we can be of service to you as well as others. Your comments and opinions are very appreciated.

華美協進社主辦的雙語廚師訓練班.今年已進入第十年了.十年中各位分散全美各地任廚師開餐館.我們很想知道各位的近況.將各位的地址.電話編一份華美雙語廚師訓練班畢業學員通訊錄.使我們彼此保持更密切的連繫.相互關懷幫忙.這件工作需要你的合作.請填好附寄的表格後馬上寄回.郵資已付.只須投入信箱即可.

即使你現在不在餐館工作.或只做臨時工作.也都請你填表寄回.我們都願意跟你保持連絡.如果你有意再在餐館工作.或者計劃開餐館.我們也可幫忙介紹工作.或提供意見.

Sincerely,

Sara Su Ma
Director of Bilingual Vocational Training Program
雙語廚師訓練班班主任

China Institute BVTP Graduates Survey

華美協進社雙語廚師訓練班畢業學員調查表

1. Name: (Chinese) ____________ (English) ____________
姓名(中文) (英文)

2. Address: ______________________________
地址 Number 號碼 Street 街 Apt. 公寓 City 市 State 州 Zip Code 邮區號碼

3. Telephone Number: (Area Code) ____________
電話號碼 地區號碼

4. Age: ______ Sex: M ____ F ____ Term: ______ graduation date: ______
年齡 性別: 男 女 期別 畢業年月

5. Present job: Head Chef / Chef ____________ Cook ____________
工作現況: 頭廚 / 大廚 幫廚

Owner or part-owner of a restaurant ______ How many employees: ______
餐館老板或合股者 餐館員工人數

Others(in the restaurant) ______ Others(outside the restaurant) ______
餐館內其他任何職位 其他工作(餐館以外的行業)

Name of the restaurant or organization: ____________
餐館店名或機構名稱

Address: ______________________________
餐館地址: Number 號碼 Street 街 City 市 State 州 Zip Code 邮區號碼

Telephone Number: (Area Code) ____________
餐館電話: 地區號碼

6. Salary: Weekly: ______ Monthly: ______ Yearly: ______
薪資 週薪 月薪 年薪

7. Please write as many name and address of graduates as you know:
請寫出你知道的畢業學員的姓名, 地址或電話(請多寫幾人)

Name 姓名	Telephone 電話	Address 地址	Present job/work place 工作近況
A.			
B.			
C.			
D.			
E.			
F.			

8. Please write your comments: 你對訓練班的意見及建議

____

____

____

____

____

CHINA INSTITUTE IN AMERICA

BILINGUAL VOCATIONAL TRAINING PROGRAM

NEWSLETTER JULY 1986

華美協進社

Summer has arrived once again and another fine batch of trainees graduated on June 24th. Many of the graduates have already been hired. The staff would like to help all graduates find jobs. Any former trainee who has information on job openings, please let us know. The staff of BVTP will be in their office during the summer preparing a curriculum guide and a recruitment practice manual so please do not hesitate to call. The BVT program at China Institute has a distinguished reputation. Much credit is due to the continuing efforts and concern of all staff and former trainees.

After a brief rest last summer another grant from the Federal Department of Education was secured giving the BVT program another three terms. The first of the terms was completed on the 24th of June. The application dates for the next term will be in the middle of August. Please read the Chinese newspapers around that time as the dates may change. We welcome all friends and family who are eligible to apply to come and do so at that time.

The year has been especially fruitful for two of the trainees of the 27th term. Ng Ming Kin (Peter) has opened his own take-out restaurant. It is called Nan Fong and is located in the Williamsburg section of Brooklyn. Chen Ting Gan opened Chen's Hall located near City Hall in downtown Manhattan. There are over 65 seats in the restaurant. Chen Ting Gan did much of the carpentry himself. Already Chen is hosting trainees at his restaurant. For example, Yuan Jie Hua of the 29th term has just completed his field practice training at Chen's Hall.

Kevin Lee, former trainee of the 25th term has opened his own restaurant. It is called the Azuma Ya restaurant. It is primarily Japanese cuisine, however Kevin uses many of the same skills he learned from China Institute's BVTP. Azuma Ya is located on 64th Street between 1st Avenue and York Avenue. Li Wee Shung of the 22nd term has also opened a restaurant called the Magic Wok. It is in Bergenfield, New Jersey. We recommend that you try any or all of these restaurants when you are in the mood for Chinese and Japanese food.

The new year has also brought new staff to the China Institute. Jeff Hengst has joined the staff of BVTP as ESL instructor. He spent a year and a half in Taiwan and a half year in mainland China studying Mandarin and the teaching of English as a second language. After teaching the 29th term of BVTP here at China Institute he is well seasoned and ready for the next group of trainees.

This has been an exciting year for the China Institute as well; it is the Institute's 60th Anniversary. As you all know, sixty is an auspicious number in Chinese traditions. The Institute was started by John Dewey after his visit to China in 1919 and his subsequent disappointment with how much the Chinese knew about America and how little Americans knew about China. With money from the Boxer Indemnity and the help of many Chinese scholars and a tremendous diplomatic effort on many peoples part, funds were at last allocated for the opening of the China Institute in America in New York City. Because of the Anniversary it is especially pertinent that you all come to the Annual China Institute Convention to be held from the 30th of August through September 1st at Silver Bay, New York. As usual there will be sports events, Chinese movies, folk dancing, variety shows, and more. Those interested in attending should contact Laura Tien as soon as possible. She can be reached at (212) 744-8181 ext. 105.

Once again the staff of BVTP thanks all of the former trainees for keeping in touch and sharing news of your progress with us as well as extending a helping hand to each successive group of trainees. Please give us a call or better yet, stop by and see us. You know where to find us.

HAVE A WONDERFUL SUMMER

簡訊

華美協進社
雙語廚師訓練班
一九八六年七月

夏天到了.我们又新添了一屆畢業生.畢業典礼六月廿四日举行.到目前許多同學都已在餐館找到了工作.我们會盡力幫助所有畢業學員找到工作.如果您知道有工作机會請告訴我们.暑期中.老師们将留在办公室忙着整編教材及编寫招生须知手冊等.您一有工作机會就請隨時打電話來办公室.訓練班的好名聲.是多年來老師和學員们一起努力的結果.

雖然延遲了半年.但訓練班仍然通过了激烈的競爭又獲得了联邦教育部一年半共三期的訓練經費.第一期(廿九屆)學員已在六月廿四日完成訓練.下一期招生日期将在八月中旬.請到時注意中文报紙上的招生消息.你们親友中有合於條件又喜欢學廚的都歡迎來报名參加.

第廿七屆畢業學員中有二位今年特別有成果.吳明健開了一間外賣餐館.店名是南豐位於 Brooklyn.陳廷千的新餐館 Chen Hall 位於下城市政府大樓附近.有坐位65,裝修及加添設備都是陳廷千自己做的.他更提供後期學員餐館實習的机會.21期的袁杰,华就在陳廷千的餐館完成實習.

廿五期的李文福從訓練班學得中菜的手藝後又到日本餐館工作獲取經驗.現在開了一家日本餐館 Azuma Ya 位於第一大道及64街.廿二期的李偉雄在紐澤西新開了美金餐館.如果你们想到餐館吃飯.别忘了光顧我们自己學員的餐館.大家互相支持鼓勵.

今年我们新請到馬吉福老師教英文.他曾在台灣一年半.中國大陸半年.一面教英文一面學中文.教完了廿九期的學員後.他对教下一期的學員更能掌握.更有準備.

今年也是華美協進社六十大慶之年.本社的成立是由於美國大教育家杜威在1919年应胡適之邀到北京大學講學後.深感中國对美國了解之多,而美國对中國了解之少.在杜威於友人努力之下終獲中美兩國政府的同意.将庚子賠款作為經費.於1926年華美協進社在紐約正式成立.由於這個原因.歡迎你们都能來參加今年本社在喬治湖銀灣舉行的年度夏令營.日期是八月廿日到九月一日的週末.活動包括有各項球類.電影.舞会.土風舞.營火.划船.游泳等.有意參加的同學請儘快跟田太太或譚小姐联絡.電話是(212)744-8181.

班裡的老師们.再一次謝謝大家跟我们保持連絡.告訴我们你们的工作情形.那裡有工作机會及餐館實習的机會.當你们升遷,加薪或開了自己的餐館時别忘了打電話給我们.讓我们分享你们的成就和高兴.你们的工作.住家地址和電話有更動時也請通知我们.我们最高兴接到你们的電話.更欢迎有空來華美走走.

祝你们暑期快樂.工作順心

APPENDIX I

Students' Program Evaluation Form

Bilingual Vocational Training Program for Chinese Chefs
Student Evaluation of Courses

請注意：不需写名字. 不必客氣. 請写出你的真心批評, 使訓練班辦得更好.

1. How many years have you studied English before you came to China Institute? Where?

參加訓練班以前,学过幾年英語 ____________ 在那裡学的 ____________

2. Do you feel confident to use English now in 你現在已经可以用英語

____ yes ____ no a) responding to oral request for personal information
回答別人問你的姓名,地址,電話等

____ yes ____ no b) requesting and comprehending subway directions
問人及听懂有関乘地下車的事

____ yes ____ no c) filling out job application forms
填写工作申請表

3. Do you think you have learned basic cooking skills and enough knowledge of Chinese Cooking to find a job?
你認為在訓練班學得的基本廚藝和技能可幫你在餐館找到工作嗎？

____ yes ____ no

4. Do you find what you have learned in the Chinese Professional Cooking course practical according to your seven weeks field practice experience in the restaurants?
以你在餐館实習七星期的經驗,你認為在訓練班學到的廚藝实用嗎？

____ yes ____ no

5. In which aspects do you think you have made the most progress? (number your choice from the most to the least)
你覺得自己在那方面進步最大,進步最多的項目前面写1,依次以數字來表達,進步最少的項目前面写5.

____ a) Chinese Professional Cooking 中菜廚藝
____ b) Employability and understanding of American work environment 就業準備及对美國工作環境的了解
____ c) Job-related English 職業英語
____ d) Everyday coping English 日用英語
____ e) Basic English grammar 基本英語文法

6. Do you feel that any components of this program should receive more emphasis or less emphasis?
你認為訓練班的課程有那些部份需要加強或減少的

more emphasis 加強	just right 合適	less emphasis 減少	
____	____	____	a) Chinese Professional Cooking 中菜廚藝
____	____	____	b) Employability and understanding of American work environment 就業準備及对美國工作環境的了解
____	____	____	c) Job-related English 職業英語
____	____	____	d) Everyday coping English 日用英語
____	____	____	e) Basic English grammar 基本英語文法

7. Do you find the teaching materials and textbooks selected by our program practical?
你認為訓練班選用的教材及教科書实用嗎？

	Very Practical 很实用	Practical 实用	Not Practical 不实用
a) Teaching material 教材	____	____	____
b) Textbooks 教科書	____	____	____

8. Do you think our teaching of English is 你認為英語的教授

Too Fast 太快	Fast 快	Very Suitable 很合適	Slow 慢	Too Slow 太慢
____	____	____	____	____

9. Do you think the use of Chinese in teaching in each one of the teacher's classes is
你認為上課用中文教學的時間

	太多 too frequent	多 frequent	很合適 very suitable	少 scarce	太少 too scarce
Chef Mark:	____	____	____	____	____
Mr. Hengst:	____	____	____	____	____
Ms. Furcron:	____	____	____	____	____
Mrs. Ma:	____	____	____	____	____

10. Do you think the use of English in teaching in each one of the teachers' classes is
你認為每位老師上課用英語教學的時間

	too frequent 太多	frequent 多	very suitable 很合適	scarce 少	too scarce 太少
Chef Mark:	_____	_____	_____	_____	_____
Mr. Hengst:	_____	_____	_____	_____	_____
Ms. Furcron:	_____	_____	_____	_____	_____
Mrs. Ma:	_____	_____	_____	_____	_____

11. Do you think the English classes at our program should be taught
你認為訓練班的英語課應該

_____ a) completely in English 完全用英語教
_____ b) in English when necessary 在必要時用英語教
_____ c) not using any English 完全不用英語教

12. What do you think of the field trips to the restaurants, markets, bank, post office, museums, etc.?
你對實地參觀餐館, 市場, 銀行, 郵局, 博物館等

_____ very interesting 很感興趣 _____ interesting 感興趣 _____ not interesting 不感興趣

13. What are your future plans for improving your English proficiency?
你對日後學習英語有何計劃

_____ a) self-study 自修
_____ b) enroll in adult English class 參加成人英語班
_____ c) other 其他: _______________

14. What are your future plans on career development? 你对工作的未来計劃是

_____ a) have found a job, will start to work right away in a restaurant
已經找到工作, 即日到餐館上工

_____ b) have informed friends and relatives that I am looking for a job in the restaurant
已經告訴親友, 請幫忙找工作

_____ c) will go to employment service agency for a job in the restaurant
將到職業介紹所去找工作机会

_____ d) will apply for a job in the restaurant according to newspaper ads
將會看報紙廣告找工作申請工作

_____ e) wait for China Institute to find a job for me
等候華美協進社通知工作机会

_____ f) consider finding a job in other areas, such as garment factory, construction, sales, jewel, etc.
考慮轉到別的行業找工作, 如衣廠, 建築, 裝潢, 首飾等

_____ g) will go back to school for more education
繼續升學

_____ h) other _______________
其他

15. Your preference for working locations: 你对工作地点的選擇

_______________ # 1 choice 第一优先
_______________ # 2 choice 第二优先
_______________ # 3 choice 第三优先

a) Chinatown
b) Manhattan
c) Brooklyn
d) Queens
e) New Jersey

f) Upstate New York 紐約郊區
g) other major U.S. city 大城市
h) Connecticut 康州
i) small town in a far-away state 外州的小鎮
j) city in a far-away state 外州的市區

16. Would you like to work in an American restaurant? 你願意在美國餐館工作嗎？

_____ yes _____ no

17. Please give us your honest opinion or suggestion about any aspects of this program (teacher's behavior, field practice, etc.) 請真心批評訓練班优缺点如教師上課態度不適當, 餐館實習有的問題等等.

APPENDIX J

Bibliography of Texts and Resources Used

BIBLIOGRAPHY

Texts

Blumenfeld, Samuel L. *Alpha-Phonics: A Primer for Beginning Readers*. Old Greenwich, CT: Devin-Adair, 1983.

Useful for teaching students unfamiliar with the English alphabetic system, as well as for drilling more advanced students with pronunciation problems.

Boyd, John R., and Mary Ann Boyd, *Before Book One: Listening Activities for Prebeginning Students of English*. New York: Regents Publishing Co., Inc., 1982.

- - - *Listening Cycles*. Normal, IL: Abacus Books, Inc., 1985.

Listening comprehension exercises which also provide opportunities for students to practice the clarification skills which are so crucial to success on the job.

Brookes, Gay, and Jean Withrow. *10 Steps: A Course in Controlled Composition for Beginning and Intermediate ESL Students*. New York: Language Innovations, Inc., 1974.

Exercises requiring the students to manipulate various grammatical features of English (plural of nouns, articles, subject-verb agreement, verb tenses, etc.) as they re-write the passages in the book. Useful as supplementary grammar review and reading/copying practice. The sequenced exercises can be used by multi-level classes, though not by the lowest level students. This book is best for low-intermediates and up.

Defilipo, Judy, and Michael Walker. *Lifeskills 1*. Reading, MA: Addison-Wesley Publishing Co., Inc., 1982.

Dixson, Robert J. *Graded Exercises in English*. New York: Regents, 1971.

Foley, Barbara. *Lifelines 1: Coping Skills in English*. New York: Regents, 1981.

Molinsky, Steven J., *Side By Side: English Grammar Through Guided Conversations Book 1*. Englewood Cliffs, N.J.: Prentice Hall, 1983.

- - - *Side By Side Activity Workbook 1A*. Englewood Cliffs, N.J.: Prentice-Hall, 1983.

A source of many exercises which can be used selectively to help the student use specific language structures in conversational exchanges. The exercises are easy to use and generally enjoyable. The book is well-indexed, so that the teacher can easily find exercises for a particular grammar problem. Contains material appropriate for beginning and intermediate level students.

Mrowicki, Linda, and Peter Furnborough. *A New Start: A Functional Course in Basic Spoken English and Survival Literacy*. Portsmouth, N.H.: Heinemann Educational Books, Inc., 1982.

Two literacy workbooks supplement the students' text, which has many illustrations and simple dialogues covering all kinds of home, social, and work situations. The material is useful for developing communication skills in pre-literates and beginners.

Robinson, Catherine, and Jenise Rowekamp. *Speaking up at Work.* Oxford: Oxford University Press, 1985.

A text to help LEP students learn the language and culture required to be successful employees in the American workplace. The units are self-contained, and stress natural American English. Topics covered include safety on the job, understanding paychecks, W-4 forms, work schedules, paying taxes, etc. Suitable for high-beginning and intermediate level students on up. Accompanying teacher's manual contains competency objectives and general teaching suggestions.

Walsh, Robert E. *Basic Adult Survival English With Orientation to American Life, Parts One and Two*. Englewood Cliffs, N.J.: Prentice Hall, 1984.

The main text used by the China Institute BVT program, these books include situational dialogues and cultural orientation materials on a range of topics. (Personal Information, Food and Shopping, Housing, Directions and Transportation, Health Care, Telephones and Emergencies, etc.) The natural language used is immediately useful for recent arrivals in America. There are page-by-page teacher's notes and suggestions.

English 900 Book One. New York: Collier Macmillan, 1964.

Resources

Bell, Jill, and Barbara Burnaby. *A Handbook for ESL Literacy*. Ontario: OISE Press/Hodder & Stoughton, Ltd., 1984

An especially valuable book for programs with adult students whose native language is not written in the roman alphabet. We found the chapters on teaching pre-literacy and multi-level classes extremely helpful. Contains many suggested learning activities and practical stratagies for assessment of students for whom conventional tests are inappropriate.

Hodges, John C., and Mary E. Whitten. *Harbrace College Handbook*, 8th Edition. New York: Harcourt, Brace, Jovanovich, Inc., 1977.

Hubbard, Peter, et. al. *A Training Course for TEFL*. Oxford: Oxford University Press, 1979.

Lee, W.R. *Language Teaching Games and Contests*. Second Edition. Oxford: Oxford University Press, 1979.

Maculaitis, Jean D'Arcy, and Mona Scheraga. *What To Do Before The Books Arrive (And After)*. Hayward, CA: The Alemany Press, 1981.

Nilsen, Don L.F., and Alleen Pace Nilsen. *Pronunciation Contrasts in English*. New York: Regents Publishing Company, Inc., 1971.

Robinett, Betty Wallace. *Teaching English to Speakers of Other Languages*. Minneapolis: University of Minnesota Press, 1978.

A text for teachers. The first section is a very clear description of the English grammatical system. The second section contains, among other things, a discussion of the relationship between language and culture, detailed suggestions for teaching, and for testing and evaluation.

Day By Day in English: An ESL-SEDAC Daily Living Resource Activities Guide. New York: Board of Education, City of New York, Division of Special Education, Office of Program Development, Curriculum Development Unit, 1984.